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ABSTRACT

This document is a summary and evaluation of methodological procedures and results for the field test of the Beginning Postsecondary Student Longitudinal Study Second Followup, 1990-94 (BPS:90/94). The BPS study is a departure from previous studies in that it starts with a cohort of individuals as they enter their postsecondary studies regardless of when they completed high school. As a result, information is becoming available about nontraditional students who have delayed the completion of their education. All types of postsecondary students (academic, vocational/occupational, and technical) are included and can be represented in known proportions. An introduction considers the background, purposes, and scheduled products of the BPS study. Chapter 2 describes study design and method. Operating control systems implemented for the study are described in chapter 3. Details and descriptions of data locating and collection activities and outcomes are given in chapter 4, and data quality is examined in chapter 5. Supporting documentation is presented in four appendixes. Eight figures and 42 tables contain information about conducting the study. (SLD)

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Technical Report October 1994

Beginning Postsecondary Students Longitudinal Study Second Follow-up Field Test Report; BPS:90/94

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October 1994

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I. INTRODUCTION, BACKGROUND, AND PURPOSE

A. Nature of This Document

This document is a summary and evaluation of methodological procedures and results for the field test of the Beginning Postsecondary Student Longitudinal Study Second Follow-up, 1990-94 (BPS:90/94). The field test and subsequent full-scale study are being conducted for the National Center for Education Statistics (NCES) of the U. S. Department of Education, Washington, DC, as authorized by law [20 USC 1221.1] and the Higher Education Amendments of 1986, as amended by the Hawkins-Stafford Amendments of 1988 [PL 100-297, Sections 300(i) and 300(k)]. BPS:90/94 (Contract No. RN92073001) is being conducted by Research Triangle Institute (RTI), assisted by Abt Associates, Inc. (AAI) and Management Planning Research Associates, Inc. (MPR).

The remainder of this introductory chapter considers briefly the background, purposes, and scheduled products of the BPS study. In Chapter II, study design and method are described. The various operating control systems implemented for the study are described in Chapter III. Descriptions and details of locating and data collection activities and outcomes are detailed in Chapter IV, and data quality is examined in Chapter V. Supporting documentation of materials used during the survey, as well as supplemental analytic results, are provided as Appendixes to the report.

B. Background and Purpose of BPS

The need for national data concerning pressing postsecondary education (PSE) issues (such as: access, choice, enrollment, persistence, progress, curriculum, attainment, continuation into graduate/professional school, and rates of return to society), led NCES to develop an information system to provide comprehensive data on these conditions and outcomes. The base for these data is the National Postsecondary Student Aid Study (NPSAS), first implemented in the 1986-87 school year, which yields a nationally representative cross-sectional sample of postsecondary students every three years. Cost efficiency, minimization of respondent burden, and maximization of utility of extant information dictated that the current BPS study use NPSAS:90 data collected from first time beginning/entering students (FTBs), and follow these students from their initial enrollment in PSE through completion of their education and entry into the workforce.

The BPS concept represents a bold departure from previous longitudinal PSE studies based on high school grade cohorts, in that it starts with a cohort of individuals beginning their postsecondary studies, *regardless of when they completed high school.* Consequently, information will be available from BPS about "nontraditional" PSE students who have delayed the continuation of their education due to military service, family responsibilities, or other reasons. This is important, since the "nontraditional" student represents a steadily growing segment of the postsecondary student population. All types of postsecondary students (academic, vocational/occupational, and technical) are included in the study and *can be represented in known proportions* under the current design (rather than only stochastically under high school grade cohort designs).

Major educational policy questions to be addressed by information collected during the study are:

- How and why do students continue their enrollment in PSE?
- How is postsecondary education financed?
- What courses are taken and what grades and credits are earned?
- What fields of study are pursued?
- How extensive is, and what are the patterns of, transfers between schools?
- What is the extent and timing of program completion?
- What is the extent of progress toward, and attainment of, degrees, licenses, or certificates?
- What is the nature and timing of application for, and continuation into, graduate or professional school?
- What is the impact of the PSE experience on subsequent life experiences (jobs, family formation, lifestyles), particularly as related to returns for the overall society?
- How are these features of PSE different for different types of starting PSE students?

The focus of the BPS:90/92 data collection was continued education and experience, employment and financing, educational aspirations, and family formation since the base year study (NPSAS:90). BPS:90/94 data, when combined with BPS:90/92 data, will serve to monitor academic progress for more than four years since initial PSE enrollment. BPS:90/94 areas of focus include: continued education experiences and financing, including degree attainment and graduate/professional school access; employment experiences; rate of return issues; educational and employment aspirations; and family formation since the base year study.

The current BPS study is directed toward FTB PSE students in the base year (the 1989-90 school year for the full-scale study and the 1988-89 school year for this field test), who were interviewed during NPSAS:90 and its associated field test. These students are being interviewed at two year intervals, using Computer Assisted Telephone Interviewing (CATI) procedures, to determine their educational and related experiences since they were last surveyed. The BPS:90/94 second follow-up field test, involving an initial sample of 1,446 students entering 66 PSE institutions in academic year 1988-89 (AY88-89), has been completed. The full-scale study will be conducted during the spring and summer of 1994, and will involve 7,914 students who entered 1,008 PSE institutions during AY89-90.[1]

The BPS:90/94 field test benefitted significantly from experiences and evaluations during prior surveys conducted in the NPSAS/BPS:90 series. Prior data for this longitudinal study were collected during NPSAS:90 and BPS:90/92. NPSAS:90 was conducted by Westat,

---

[1] BPS:90/92 non-respondents are included in the BPS:90/94 sample, and certain BPS:90/92 data elements (principally information related to educational and employment histories) are collected during the BPS:90/94 interview for such cases.

Inc.; separate documentation exists for the NPSAS:90 field test[2] and full-scale[3] studies. BPS:90/92 was conducted by the current contractor team; again, the field test (conducted in the spring of 1991)[4] and full-scale study (conducted during the spring and summer of 1992)[5] are reported separately. Recommendations arising from the first follow-up experience were quite instrumental in planning and implementing BPS:90/94 study procedures and systems. Input from three meetings of the study's Technical Review Panel (TRP -- membership identified in Appendix A) and from various NCES working groups was also valuable in determining BPS:90/94 parameters, particularly in the area of determination of data elements and instrument design.

C. Scheduled Additional Activities and Products of BPS:90/94

BPS:90/94 full-scale data collection is scheduled for March through August of 1994. Full-scale data (plus data from prior studies) will be used to examine a wide range of education policy questions. Electronically documented, restricted access research files (with associated electronic codebooks) as well as Data Analysis Systems (DASs) for public release will be constructed from the full-scale data and distributed to a variety of organizations and researchers. BPS:90/94 will produce the following types of reports: (1) a full-scale methodology report providing details of sample design and selection procedures, universe coverage, weighting methodologies, estimation procedures and design effects, the results of nonresponse analyses, and a statistical quality evaluation; (2) special tabulations of issues of postsecondary interest, which will become part of the final data library available for further analysis by other researchers; and, (3) a descriptive summary of significant findings.

D. Purpose of the Field Test

The major purpose of the field test was to evaluate all operational and methodological procedures, instruments, and systems to be used in the full-scale study. Procedures examined (and discussed in the remainder of this report) include:

- Preparation of prior data (NPSAS:90 and BPS:90/92) for use in BPS:90/94.
- CATI-external locating procedures (including address/telephone updates, mailing, telephone tracing, and field tracing).
- CATI control and administration (including CATI tracing, response rates, interview administration time, response propensities, reliability, and other data quality measures).

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[2] Garcia, Sandra and Malitz, Gerald S. *1990 National Postsecondary Student Aid Study: Field Test Methodology Report* (Technical Report). National Center for Education Statistics: Washington, DC, 1989.

[3] Shepard, Jane. *1990 National Postsecondary Student Aid Study: Methodology Report* (Technical Report). National Center for Education Statistics: Washington, DC, 1991.

[4] Burkheimer, G. J., *et al. Beginning Postsecondary Students Longitudinal Study Field Test Methodology Report: BPS:90/92* (Contractor Report); NCES 92-160. National Center for Education Statistics: Washington, DC, August 1992.

[5] Burkheimer, G. J., *et al. Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:90/92) Final Public Technical Report* (NCES 94-369). National Center for Education Statistics: Washington, DC, June 1994.

- Experimental conditions tested (specifically, a motivational information sheet and field tracing options).
- Supporting systems and databases (including the overarching Integrated Control System (ICS), major modules of that system, various submodules [e.g., on-line coding procedures], and communications systems).

The results of the field test serve to improve the full-scale study. We have taken that approach in our evaluation and are quite candid in pointing out field test failures as well as the needed changes to correct such problems, where applicable, in the forthcoming full-scale study. Toward this ultimate goal, the field test must be considered highly successful. The specific outcome considerations that will shape the design of the full-scale BPS study include: (1) operational measures; (2) selecting, contacting, and interviewing sample members; (3) relative response and break-off rates (including rates for specific subpopulations); (4) interview completion times; (5) rate of response inconsistencies; (6) quality circle and debriefing comments; (7) data processing efficiency; (8) respondent contact procedures; (9) mechanisms to improve cooperation and reduce break-off; (10) interview scheduling; (11) item and section completion times; and (12) reliability. From these methodological and procedural evaluations of the field test, the full-scale BPS can easily be modified and improved to maximize operational efficiency, responses, and the quality of information obtained.

It should be recognized that the field test was conducted during a period (April-July 1993) of high mobility for sample members still enrolled in school. Additionally, the abbreviated data collection period somewhat limited success in locating and subsequently interviewing sample members. For these reasons, field test tracing, contact, and response rates (reported in Chapter IV) are expected to improve in the full-scale study.

II. DESIGN AND METHOD OF THE FIELD TEST

A. The NPSAS:90 and BPS:90 Samples

The BPS:90 field test sample comprised students beginning PSE education for the first time in the 1988-89 school year (i.e., between July 1, 1988 and June 30, 1989). The sample was composed of a subset of interview respondents from the NPSAS:90 field test sample, which covered all sectors of postsecondary education and all students enrolled in those sectors during the 1988-89 school year.[6] All institutions offering academically or vocationally oriented programs in postsecondary education were eligible for NPSAS participation.[7] Specifically, to be considered eligible for NPSAS, an educational institution must have:

- offered a program designed for persons who have completed secondary education;
- offered programs that were academically, occupationally, or vocationally oriented;
- made offerings available to persons other than those employed by the institution;
- offered more than just correspondence courses;
- offered programs lasting at least three months or 300 contact hours; and,
- been located in the 50 states, the District of Columbia, or Puerto Rico.

Institutions were excluded if they:

- only served secondary students;
- only provided avocational, recreational or remedial courses (e.g., hang gliding schools, exercise classes, dance courses); or
- only provided seminars of relatively short duration.

The base year (NPSAS:90) field test student sample was drawn from postsecondary institutions purposively selected to provide a full range of the institution types expected in the full-scale sample.

The NPSAS:90 full-scale student sample was drawn from randomly selected institutions over multiple time segments (i.e., a fall sample and non-fall samples) to capture enrollments throughout the school year of interest (July 1, 1989 through June 30, 1990).[8] The NPSAS field test sample, however, was drawn only from those enrolled in eligible institutions in the 1988-89 fall term (or during October, 1988). To be eligible, a student must have been enrolled for one or more of the following purposes:

- taking course(s) for credit;
- in a degree or formal award program; or
- in an occupationally specific program.

---

[6] *C.f.*, Garcia, S. and Malitz, G. S., 1989, *op. cit.*

[7] The NPSAS universe includes all otherwise eligible institutions in the 1987-88 IPEDS Institutional Characteristics (IC) file (the most recent available at the time of sample selection) plus a small number of institutions which became eligible to participate in Federal student aid programs after creation of the IC file.

[8] *C.f.*, Shepard, J., 1991, *op. cit.*

All other students, such as those who were only taking a course for remedial or avocational purposes and not receiving credit, those who were only auditing courses, or those who were only taking courses for leisure rather than as part of an academic, occupational or vocational program or course of study, were *not* eligible for NPSAS:90. In addition to these criteria, students who were only in a high school program were not eligible. Students were eligible irrespective of their U.S. residence or citizenship status and even if they were only enrolled part-time.

Figure II.1 shows the sequential process in selecting the BPS field test sample from the NPSAS:90 field test sample. From the full NPSAS:90 field test sample, 3,256 base year interview respondents, from 73 PSE institutions, comprised the set from which the BPS field test sample of FTBs was selected. The preliminary BPS sample (1,981 from 67 institutions) was determined on the basis of information provided by the NPSAS:90 institution and/or by the student in the base year interview. Based on information subsequently obtained in the BPS:90/92 interview, some of those originally classified as FTBs proved to be ineligible and were excluded from the sample.[9] Deceased sample members were also excluded from the sample, and those institutionalized or incapacitated together with "hostile refusals"[10] were considered permanent nonrespondents and, while still considered eligible sample members, were excluded from the working sample.

The working sample for BPS:90/94 contained 1,446 current or former students from 66 institutions; it included both BPS:90/92 respondents (verified as study eligible) and nonrespondents (for whom eligibility status was not yet validated).[11] Additional preliminary sample members (among those not contacted in BPS:90/92) were determined ineligible (non-FTB or deceased) based on BPS:90/94 interview responses or status reported by contacted parents or relatives (see fuller discussion in Section IV.A). Additional hostile refusals were also identified and removed from the working sample. Due to the markedly greater difficulty in locating nonrespondents to the first follow-up (see Chapter IV) and the known reduction in reliability of information obtained about more-and-more distal time points, we recommend that nonrespondents to *both* follow-ups (BPS:90/92 *and* BPS:90/94) be considered as permanent nonrespondents and excluded from the working field test sample in subsequent BPS:90 follow-ups. This exclusion is shown in **Figure II.1**.

Table II.1 shows the sample sizes in the sequential studies by type of NPSAS:90 school. Sample distribution changes between the base year and first follow-up are principally related to the 4-year stratum, reflecting the loss of schools (with associated students) offering only graduate/ first professional programs and the loss of upper level students in other 4-year schools. Relative distribution changes between first and second follow-up are even less

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[9] *C.f.*, Burkheimer, *et al.*, 1992, *op. cit.*

[10] This category included sample members threatening legal or congressional action, for whom additional efforts were considered to be counterproductive to the study.

[11] For eligible first follow-up nonrespondents, certain BPS:90/92 data elements (principally education and employment histories) were collected retrospectively.

Figure II.1 -- Sequential Sample Partitioning for BPS Field Test Cohort

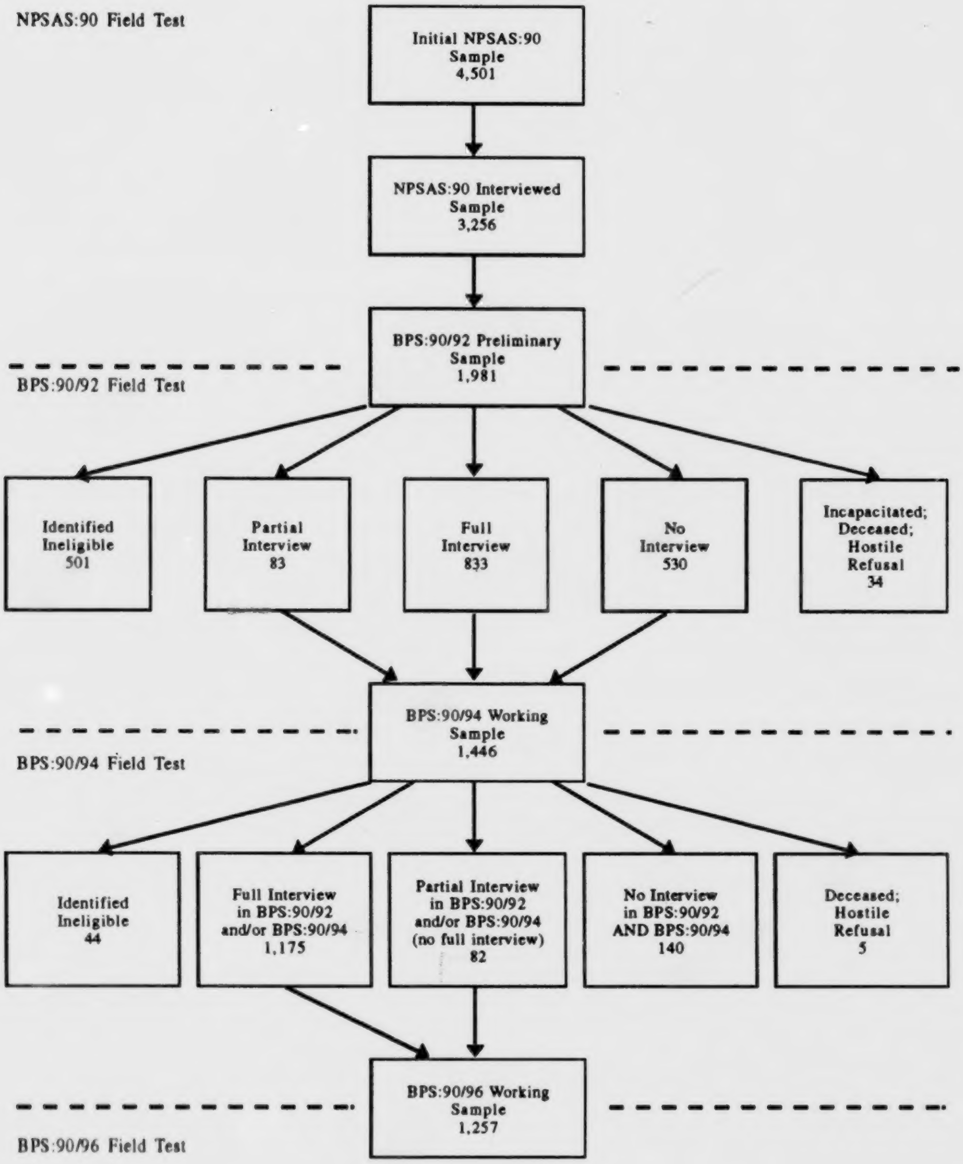
NPSAS:90 Field Test
Initial NPSAS:90 Sample 4,501
NPSAS:90 Interviewed Sample 3,256
BPS:90/92 Preliminary Sample 1,981
BPS:90/92 Field Test
Identified Ineligible 501
Partial Interview 83
Full Interview 833
No Interview 530
Incapacitated; Deceased; Hostile Refusal 34
BPS:90/94 Working Sample 1,446
BPS:90/94 Field Test
Identified Ineligible 44
Full Interview in BPS:90/92 and/or BPS:90/94 1,175
Partial Interview in BPS:90/92 and/or BPS:90/94 (no full interview) 82
No Interview in BPS:90/92 AND BPS:90/94 140
Deceased; Hostile Refusal 5
BPS:90/96 Working Sample 1,257
BPS:90/96 Field Test

Table II.1 -- NPSAS:90, BPS:90/92, and BPS:90/94 Field Test Institutional and Student Samples, by Type of NPSAS:90 Institution

Institution Type		NPSAS:90 Sample				BPS:90/92 Initial Sample				BPS:90/94 Working Sample			
		Institutions		Students		Institutions		Students		Institutions		Students	
Level	Control	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	Total	73	100.0	3,256	100.0	67	100.0	1,981	100.0	66	100.0	1,446	100.0
	Public	27	37.0	1,782	54.7	25	37.3	981	49.6	25	37.9	713	49.3
	Independent [a]	22	30.1	1,077	33.1	18	26.9	603	30.4	18	27.3	459	31.7
	Proprietary	24	32.9	397	12.2	24	35.8	397	20.0	23	34.8	274	18.9
Less Than 2 Year	Total	26	35.6	416	12.8	25	37.3	413	20.8	24	36.4	265	18.3
	Public	4	5.5	105	3.2	4	6.0	105	5.3	4	6.1	62	4.3
	Independent	3	4.1	31	1.0	2	3.0	28	1.4	2	3.0	15	1.0
	Proprietary	19	26.0	280	8.6	19	28.4	280	14.1	18	27.2	188	13.0
2-3 Year	Total	23	31.5	676	20.8	23	34.3	676	34.1	23	34.8	450	31.1
	Public	10	13.7	394	12.1	10	14.9	394	19.9	10	15.2	275	19.0
	Independent	8	11.0	165	5.1	8	11.9	165	8.3	8	12.1	89	6.2
	Proprietary	5	6.8	117	3.6	5	7.5	117	5.9	5	7.6	86	5.9
4 Year [b]	Total	24	32.9	2,164	66.5	19	28.4	892	45.0	19	28.8	731	50.6
	Public	13	17.8	1,283	39.4	11	16.4	482	24.3	11	16.7	376	26.0
	Private [c]	11	15.1	881	27.1	8	11.9	410	20.7	8	12.1	355	24.6

NOTE: All percentages are based on column totals. School categorizations are based on 1991/92 IPEDS IC file classification.

[a] Includes one 4-year proprietary school and associated students for the NPSAS:90 counts only.

[b] Includes 4-year schools with graduate or first professional programs, in addition to undergraduate programs, as well as those with no graduate/first professional programs; while NPSAS:90 contained schools offering only graduate programs, BPS:90 did not (by definition).

[c] Contains one proprietary 4-year school for NPSAS:90; this school contained no students eligible for BPS.

pronounced, and represent principally differential initial FTB misclassification rates within the different school types.

B. Overall Design and Integrated Control System (ICS)

The BPS:90/94 field test design involved tracing sample members to their current location and conducting a computer assisted telephone interview (CATI) with them about their experiences since they were last surveyed.[12] An additional experimental locating approach was introduced in the BPS:90/94 field test; namely, implementation of field locating activities for sample members unsuccessfully traced by telephone. Also, the second follow-up field test experimented with a motivational "project information sheet", included with the prenotification letter. Otherwise, most procedures used were result-based refinements of well-tested activities implemented in the BPS:90/92 field test and full-scale studies.

The flow of tracing and data collection activities for the BPS:90/94 field test is shown in **Figure II.2**. The first locating step involved an address/telephone update by a national change of address (NCOA) service. NCOA provided: (1) updated addresses for each reported forwarding address during the preceding two year period; (2) an indicator of whether the forwarding address itself had proved undeliverable; and (3) where available, a telephone number.[13]

Following completion of NCOA activities, cases were classified as either: (1) directly eligible for CATI (previously contacted cases), or (2) requiring central telephone tracing (previously uncontacted cases). If this telephone tracing was unsuccessful, pre-CATI field locating was initiated to locate those individuals. Successful locating, in either case, provided more current information for use in subsequent contacting during CATI. Field trace locating failures were considered terminal "unable to locate" and were not pursued further in CATI operations.

About three weeks prior to the start of CATI operations, packets were mailed to sample members for whom a valid address was available. Each packet (see Appendix B) contained: (1) a cover letter from the Commissioner of Education; (2) an additional letter describing the second follow-up and the forthcoming interview; (3) a leaflet describing the Longitudinal Studies Program and BPS; and (4) an address update sheet and return envelope. For a random half sample of the field test students, the packet also included a motivational information sheet with information about NPSAS:90, BPS:90/92, and BPS:90/94. The mailing provided written information to sample members close to the initiation of interview and provided a vehicle for sample-member-reported current address and telephone information (the most reliable source in BPS:90/92).

Also prior to CATI operations, it was necessary to "preload" previously collected information into the CATI record. These data were used to tailor the interviews and to

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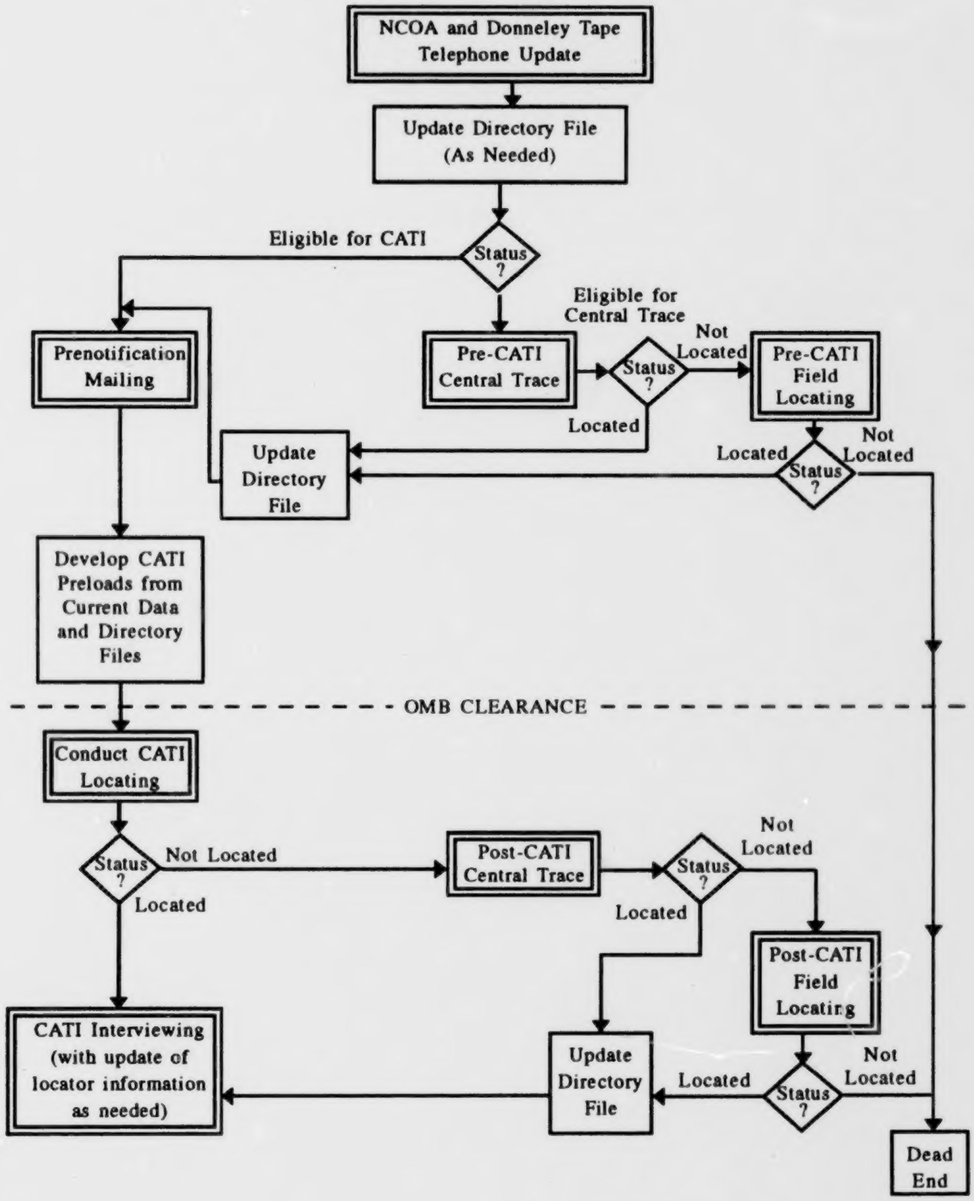
[12] Time since last surveyed was two years for BPS:90/92 respondents, four years for BPS:90/92 non-respondents.

[13] This service has access to the U.S. Postal Service Change of Address files as well as to the Donneley tape files of telephone numbers.

Figure II.2 -- Major Activity Flow for Locating and Data Collection in BPS:90/94



NCOA and Donneley Tape Telephone Update
Update Directory File (As Needed)
Eligible for CATI
Status ?
Eligible for Central Trace
Prenotification Mailing
Pre-CATI Central Trace
Status ?
Not Located
Pre-CATI Field Locating
Located
Update Directory File
Located
Not Located
Status ?
Develop CATI Preloads from Current Data and Directory Files
OMB CLEARANCE
Conduct CATI Locating
Status ?
Not Located
Located
Post-CATI Central Trace
Status ?
Not Located
Located
Post-CATI Field Locating
CATI Interviewing (with update of locator information as needed)
Update Directory File
Located
Status ?
Not Located
Dead End

reduce respondent burden (i.e., prior responses needed only respondent verification). Since all pre-CATI locating and file preparation activities involved the use of extant data or collection of only directory information, all such activities were accomplished prior to approval of the BPS:90/94 interview data collection by the Office of Management and Budget (OMB), which facilitated an early initiation of the interviewing activities.

CATI locating and interviewing began after final OMB approval of the data collection instrument. Even with pre-CATI locating efforts, some cases were not located during initial CATI efforts; such cases (expected on the basis of BPS:90/92 results) were intensively traced through a CATI-external central-office telephone approach. Those not located through that approach were sent to post-CATI field locating. Due to the abbreviated field test data collection period (and the high cost of initiating field locating), only a subsample, of those identified as needing this final intensive locating was done.

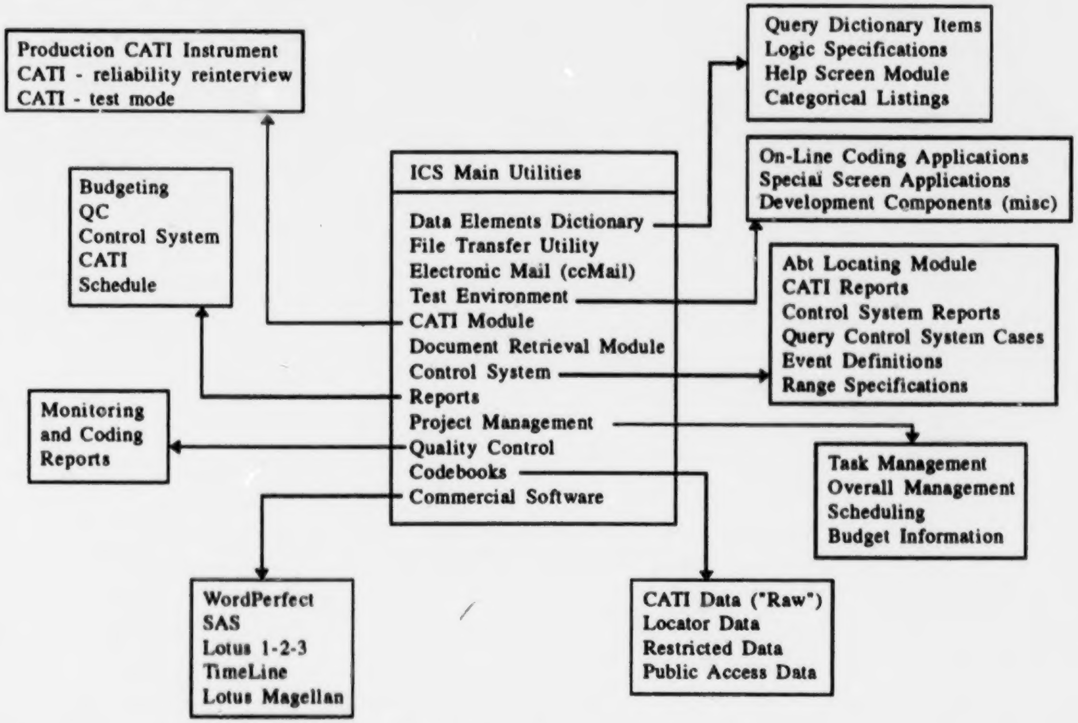
All locating, interviewing, and data processing and access activities were under the control of an Integrated Control System (ICS), consisting of a series of PC-based, fully linked modules. The various modules of the ICS provided the means to conduct, control, and monitor the several complex, interrelated activities required in the BPS:90/94 field test. All procedures related to locating, data collection, data processing, project management, report production, data analyses, and document archiving were integrated into this system.

The ICS structure allowed for streamlining of related tasks and served as a centralized, easily accessible repository for project data and documents. The versatility of the system is highlighted by the fact that various tasks were performed at different sites (e.g., the CATI-external locating component of the ICS was located remotely on a Novell network and linked through telecommunications channels). The ICS provided authorized project staff (and NCES staff as remote users) menu-driven access to data from prior studies (NPSAS:90 and BPS:90/92); subject matter information reference files; interview data; locator files; project documents and reports; and analysis files and systems. Its use also enabled the application of extensive quality control measures throughout the various project activities.

Figure II.3 presents a schematic of various components and features of the ICS. The central system resided on a DEC PATHWORKS PC network, accessible to remote users through a dedicated network modem. Case-level status as well as routine summary reports were available across all components of the system. Information was integrated through the implementation of a case-level control system which monitored status in the various stages of production: prenotification mailing; pre-CATI tracing (telephone and field); CATI locating; post-CATI intensive locating (telephone and field); interviewing; data abstraction; and data editing. Status from separate stages was transmitted to the master ICS to allow control of the flow of events in the system and monitoring of performance of study requirements.

Within the system, Lotus cc:Mail and Lotus Magellan facilitated telecommunications among project personnel (within and between three contractor organizations and NCES) for project-wide correspondence, transfer of files, and information access. This provided vehicles for raising critical issues and allowed quick responses from appropriate staff members. Documentation of decisions reached were available for later reference as needed. Project scheduling was maintained and monitored with the use of TimeLine. Greater detail of the

Figure II.3 -- Integrated Control System Utilities


Production CATI Instrument
CATI - reliability reinterview
CATI - test mode
Budgeting
QC
Control System
CATI
Schedule
Monitoring
and Coding
Reports
ICS Main Utilities
Data Elements Dictionary
File Transfer Utility
Electronic Mail (ccMail)
Test Environment
CATI Module
Document Retrieval Module
Control System
Reports
Project Management
Quality Control
Codebooks
Commercial Software
Query Dictionary Items
Logic Specifications
Help Screen Module
Categorical Listings
On-Line Coding Applications
Special Screen Applications
Development Components (misc)
Abt Locating Module
CATI Reports
Control System Reports
Query Control System Cases
Event Definitions
Range Specifications
Task Management
Overall Management
Scheduling
Budget Information
WordPerfect
SAS
Lotus 1-2-3
TimeLine
Lotus Magellan
CATI Data ("Raw")
Locator Data
Restricted Data
Public Access Data

NOTE: Model is representative of ICS modules but is not inclusive.

CATI-external and CATI-related components of the ICS are provided in Chapter III (sections B and C, respectively).

Project activities were conducted in compliance with all applicable provisions of the Privacy Act of 1974 (5 U.S.C. 522a); Privacy Act Regulations (34 CFR Part 5b); Section 506(d) of the General Education Provisions Act, as amended by the Hawkins-Stafford Amendments of 1988 (P.L. 100-297); and NCES Standards and Policies. RTI also maintains a standing Committee for the Protection of Human Subjects to ensure that all Institute studies of human populations comply with applicable regulations concerning informed consent, confidentiality, and protection of privacy. This committee independently reviewed the study design, instruments, and data collection/processing procedures to ensure that sample members' rights were fully protected.

All contractor staff were fully informed of all applicable confidentiality, nondisclosure, and privacy requirements. Each project staff member who was involved in any way with personally identifiable information was required to sign a Confidentiality Agreement and to swear/affirm to compliance by signing an Affidavit of Nondisclosure. Original-signature, notarized copies of the Nondisclosure Affidavits for all staff were provided to NCES. Original-signature, notarized copies of the executed Confidentiality Agreements and Nondisclosure Affidavits were maintained by RTI for all project staff (including subcontractor staff), and additional original-signature, notarized copies were maintained by subcontractors for their specific staff members.

C. Methodological Experiments and Evaluation Approaches

Evaluation of field test procedures have obvious implications for possible improvement of procedures for the subsequent full-scale study (as well as for enhancements for subsequent follow-up studies of the BPS:90 cohort or additional cohorts). Each major component of the field test was evaluated. Methodology consisted of both formative and summative evaluations. Formative evaluations were of an ongoing nature, designed to assess tasks at intermediate stages so that the effects of employing alternate methodologies could be analyzed and modifications and revisions could be employed and assessed prior to task completion. Summative evaluations assessed the results of the field test, including procedural changes instituted during the course of the study. Results of summative evaluations will be used to optimize procedures in the full-scale study. A summary of planned field test evaluations is provided in **Figure II.4**.

A critical part of the field test operational evaluation was regular quality circle meetings with survey operations staff, interviewers, interview monitors, and interviewer supervisors. These meetings provided an easily available forum for production staff and project management to address the important topic of work quality, discuss issues of concern, identify problems with the survey instrument, share ideas for improving the instrument, and suggest various approaches for gaining cooperation from sample members. To implement suggested improvements arising from such meetings, the study instrument was refined a number of times over the course of the data collection period. On completion of data collection, final quality circle meetings were held, serving as debriefing sessions for the full operational period. Based in part on debriefing comments, additional adjustments will be

Figure II.4 -- BPS:90/94 Field Test Evaluation Summary

Major Area of Evaluation	Evaluation Approaches
System Operation	Observe (and correct) all anomalous systems operations.
Tracing Activities	Debriefing of tracing staff and supervisors.
	Analysis of all levels of tracing results and costs.
	Analysis of field locating methodological experiment (alternate methods of field locating).
Instrument Development	Analysis of pre-CATI "think aloud" interviews of new items and problematic (high nonresponse) old items.
	Documentation (and correction) of ICS item development component.
Interview Administration/Data Quality	Analysis of silent monitoring quality control data.
	Analysis of CATI operational parameters (e.g., numbers of calls per case, total interviewer hours per completed interview).
	Debriefing of interviewers, refusal convertors, monitors, and supervisors.
	Analysis of rates of interview nonresponse, early and subsequent break-off, types of response inconsistencies detected during interview administration, and nonresponse patterns.
	Analysis of embedded methodological experiment on motivational effectiveness of newsletter mailing.
	Analyses of response temporal stability (reliability) through reinterviews of selected interview sections.
On-Line Coding	Analysis of success/accuracy of on-line coding of IPEDS ID, occupation, and major course of study.
File Development	Observation and documentation of procedural difficulties encountered in record reformatting, weighting, disclosure analysis, and DAS files

made to item wording, question format, and survey procedures, as necessary, to ensure more efficient and effective full-scale survey implementation.

The field test included two methodological experiments, evaluated for possible implementation in the BPS:90/94 full-scale study:

(1) *Field Locating*. In order to increase locating rate for the telephone survey, an in-person locating approach was evaluated. To examine cost effectiveness of the field effort, various field locating approaches were attempted. One approach which was examined involved separate treatment of cases that could be clustered within a relatively compact geographic area and those that were more dispersed. Because dispersed cases could not be handled cost effectively by any of the major contractors on the study team, these cases were assigned exclusively to a commercial locating agency (Equifax), with over 300 offices throughout the country. Clustered cases were randomly allocated (by cluster) to Equifax and to contractor staff. Marginal per-attempted-case costs for the locating activities were standardized over methods used so that method efficacy would be reflected in contact rates.

(2) *Motivational Information Sheet*. An additional effort to increase cooperation among sample members consisted of an informational sheet discussing interesting aspects of the study. A fifty percent subsample of the BPS:90/94 field test sample (stratified by NPSAS:90 school) was selected to receive the motivational material as an additional element in the prenotification mail packet.

Fuller descriptions of, and evaluation results from, each of these experiments are presented in Chapter IV.

As indicated in **Figure II.4**, the study design included a reliability reinterview, conducted about 4-8 weeks after initial interview; this involved a random subsample of 100 respondents to the initial second follow-up interview. The reliability reinterview contained only a small subset of the initial interview items. Reliability reinterview results are discussed in section V.B.

III. OVERALL OPERATING CONTROL SYSTEM EVALUATION

To the extent possible, BPS:90/94 field test operations were automated, involving the development/maintenance/use of a number of interrelated software products. Major systems/ procedures are defined and evaluated in this chapter. Of particular note is the fact that CATI-external tracing activities were conducted separately (and actually at a different site) from CATI operations. The two operations were managed by separate systems; however, integrated control across the two systems (as well as control within CATI-related systems) was managed, on a case-level basis, by the RTI Fully Integrated Control System (FICS).

A. Preliminary File Work and CATI Preloading

Data obtained previously during the field tests for BPS:90/92 and NPSAS:90 were used in the BPS:90/94 field test tracing and CATI operations. These data included locating information obtained from a number of possible sources: the BPS:90/92 field test interview locating section; intensive telephone tracing performed during BPS:90/92; pre-CATI mail returns or telephone contacts (including information from sample members, parents, other contacts, and institutions); and NPSAS:90 base year locating information.

A total of 263 existing or preconstructed data elements were preloaded into the CATI record to customize each interview. In addition to "current" locating and tracing information described above, example data elements included postsecondary school information; jobs held in 1991; demographic information; and income data.[14] Other preload variables were indicators, to trigger the need to collect specific data elements during the BPS:90/94 interview (e.g., retrospective data for BPS:90/92 non-respondents); in other cases, missing preload data indicated the need to collect the information in BPS:90/94.

Random assignment flags for information sheet treatment and random start points for subquestion sequences were also included among the preload variables, as was a pre-assigned random number for use in selecting respondents for reliability reinterviews. While random number generation within CATI is not difficult (and had been used in the previous follow-up), the pre-generation approach for random start points provided a straightforward method for balancing the ordering *within each NPSAS:90 school* (a procedure that would have required considerable CATI program code);[15] given the advantages of pre-assignment of the random start points and the clear need for pre-assignment of the information sheet treatment, pre-generation of the additional random number seemed most efficient.

Despite the increased number and complexity of preloads over those used in BPS:90/92, the preliminary file processing preload operation was considerably less difficult for the second follow-up. This is attributable to three basic factors: (1) BPS:90/92 files had been thoroughly cleaned and specifically developed to facilitate data extraction for BPS:90/94 preloads (also necessary cleaning of NPSAS:90 data had already been accomplished during the first follow-up); (2) the CATI software used for BPS:90/94 (CASES) was more amenable to data preloading than that used for the earlier follow-up; and (3) the data dictionary based *CATI Instrument and Data Management* modules of the ICS (see section III.C.1) facilitated the development of the preload files. Generally, the procedures used were considered near optimal and will be replicated, with only minor refinements, for the full-scale study.

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[14] Sample member identification (ID) numbers were included; however, they were converted from the 10 digit code, used in BPS:90/92 and NPSAS:90, to an 8 digit code to reduce keystrokes required in accessing the cases (complete crosswalks of the unique ID code mapping were maintained for subsequent data linking).

[15] Balancing ordering within NPSAS:90 school was important for more straightforward interpretation of results from order-effects analyses.

B. CATI-External System

The CATI-External Locating Module (CELM), operated and maintained at a site remote from CATI operations, was first developed during BPS:90/92; it was designed to accommodate original and updated locating information for students, parents, friends/relatives, and institutions. The CELM also selected and extracted information for the student mailing and stored pre-CATI and post-CATI intensive telephone and field tracing updates (where applicable) and maintained a per-case historical record of all update transactions.

1. CELM modifications

The CELM underwent some modifications, to assure compatibility with BPS:90/94 field test procedures. Distinct CELM modules provided for three phases of tracing activities: a pre-CATI phase that tracked and updated both telephone and field intensive tracing; a mailout to respondents that tracked outgoing and incoming mail and associated file updates; and a post-CATI phase that tracked and updated both telephone and field intensive tracing for cases that could not otherwise be located in CATI.

The major CELM modification was including a field component to intensive tracing in both the pre- and post-CATI phases. The modifications allowed: subsampling[16] for field trace those cases failing the initial central-office telephone intensive tracing; subsequent allocation of the cases to Equifax or contractor team field tracing units;[17] and full reporting of field operations. Menu options allowed for rapid transfer of cases to the field as well as updates from the field.

2. Transfer of files to and from CATI

The CELM selected addresses and telephone numbers for all 1,446 cases for preloading into the CATI system, with priority determined by recency of information and likelihood of successful CATI contact. Output data was formatted for direct integration into the CATI module. Cases that failed locating in the CATI phase were downloaded to the CELM for intensive tracing. This was accomplished through an automated CELM preloading function, which also generated the various locating materials used by the intensive tracing staff. Another menu option generated weekly updates containing updated student addresses and telephone numbers for loading into CATI. Those cases that were successfully located during the intensive tracing were included in these weekly files.

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[16] Post-CATI subsampling was necessary because field test cases requiring field tracing exceeded the number budgeted.

[17] As indicated in Chapter II, geographically clustered cases were assigned equally between contractor staff and Equifax, and unclustered cases were assigned exclusively to Equifax.

3. Evaluation of CELM

The field tracing modules were well integrated within the existing CELM framework, and provided sufficient detail of field case status to successfully manage the field tracing operation. The post-CATI intensive telephone tracing module, which had been tested during BPS:90/92, continued to be effective; the pre-CATI module (which was new for BPS:90/94 but based on the tested post-CATI module) was comparably effective. Automation of case transfer to field tracing during post-CATI operations proved quite valuable for case management and will be implemented for pre-CATI as well as post-CATI operations for the full-scale study, to facilitate case assignment to field tracing on a flow basis.

The menu option, which preloaded the post-CATI telephone intensive tracing module of the CELM and subsequently produced all necessary information, allowed intensive tracing to begin almost immediately upon receipt of cases from CATI. Further, the automated CELM preparation of CATI-preload files allowed accurate and timely locating information to be returned to CATI with minimal effort. Both of these features of the CELM will be retained.

C. CATI-Related Systems

Figure III.1 summarizes some of the features of the BPS:90/94 field test CATI instrument and its associated configuration. The list of features highlights the complexity of the survey instrument to account for widely divergent response possibilities and branching patterns. Highlights of the system included: on-line help; validation/verification checks of data; special screens (user exits) for collecting complex data elements efficiently; conversion of dollar amount indeterminacies; and ample space for interviewer comments to facilitate the smooth handling of each case.

The interview was programmed in CASES, which proved more efficient than the CATI language used for the first follow-up. CATI was supported within a PC environment; separate CATI stations were networked through a DEC server. With minor changes in system configuration, the same system is planned for the full-scale study.

In addition to the systems necessary to develop and implement the CATI program, a number of interrelated operational tasks required coordination while conducting data collection. These include: (a) preparing test data and special test applications for training; (b) preparing preload data and setting up cases for CATI production; (c) identifying cases requiring intensive locating and providing the mechanism to transfer data between CATI and CATI-external operations; (d) defining the calling plan scheduling procedures; (e) minimizing interview refusals; (f) refining procedures for reporting production results; and (g) testing and integrating changes to the instrument during field test operations so that problems could be pinpointed and corrected in preparation for full-scale survey operations. The control functions and systems used to accomplish these activities are described and evaluated in this section.

Figure III.1 -- Features of the BPS:90/94 Field Test CATI Program/Instrument

- On-line help screens for all items.
- Verification of suspect open ended responses.
- Verification screens to confirm data controlling interview flow logic.
- Callable external modules (written in C with full screen editing), with embedded help and verification, to present complex items and collect responses therefrom.
- Use of RAM disk to speed up data swapping where needed.
- Up to 263 preloaded elements from prior surveys to guide the interview.
- Logic for determining section/item applicability.
- Callable external NCES on-line computer assisted coding software.
- Nested approximation screens for conversion of dollar amount indeterminacies.
- Allowance for 5 preloaded and 6 "new" schools (including graduate schools).
- Allowance for 30 new terms across all schools (including graduate schools).
- Allowance for 15 employment spells.
- Implicit determination of up to 8 unemployment spells (with confirmation).
- Allowance for financial aid information from 16 undergraduate school-year combinations.
- Mechanisms to select principal schools and primary jobs for applicable years.
- Locating module allowing 15 telephone numbers.
- Case-level and telephone-number-specific results and comments.

1. CATI Instrument and Data Management Modules

An integrated data dictionary approach to CATI instrument development was initiated for the BPS:90/94 field test. This approach uses a single master data dictionary together with associated relational files to: (a) produce, review, and revise the CATI instrument (both a hard copy facsimile and the actual executable program code); (b) generate on-line and hard copy question-by-question specifications; and (c) produce data files and related documentation.

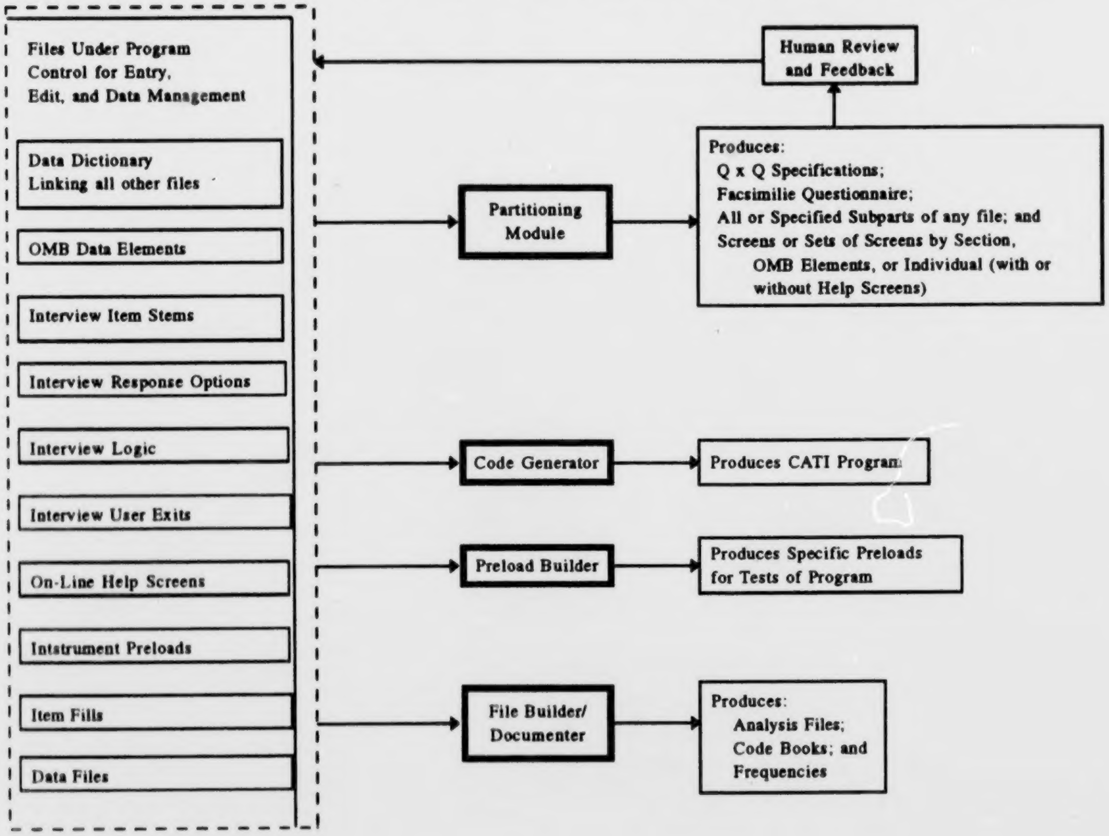
The approach enables a logical separation of each of the components of the system. It enables multiple instrument developers to work simultaneously on different components. The documentation of variables and linkage of components provide the tools necessary for constructing question by question specifications and analysis file products. While the initial developmental effort for such an approach is markedly greater than for normal CATI development, overall efficiency (considering both the subsequent need for changes and the multiple uses in related study activities) is considerably enhanced. Moreover, use of a common, updatable base file virtually eliminates transcription errors in describing the procedures and documenting the resultant data files. The approach was particularly well suited for the basically linear and grammatically structured CATI programming used for BPS:90/94 (i.e., CASES).

Figure III.2 illustrates the various components of the CATI instrument and data management ICS module. Component files are indicated on the far left of the figure, within the dashed box; programs that operate on the files are shown in the middle, within double lines; and products from the programs are shown at the right. RTI's Fully Integrated Control System (FICS) was used as the database management system for this process.

Linkage information for all component files was maintained in the data dictionary; consequently, the instrument, data files, and associated documentation could all be produced from the same components. Major file components include the OMB data element specifications; question stems, response options, skip and consistency logic, and associated help screens; "user exits" (separate programs, typically programmed in C, to collect data on special screens or in special ways that were beyond the limits of the core programming language); preload variables; and data files. Instrument developers provided direct input into each file component.

Partitioning the instrument into logical components also reduced entry and storage redundancies. In many cases, the same basic question stem wording was used for multiple items (e.g., repeat blocks asked the same set of questions, with only "fill in terms" -- fills -- such as school name or term changing from one block to the next). Such questions can be represented by a single stem, with the different "fills" defined in the data dictionary and entered separately in the item fill file. Allowable response alternatives were distinguished from stem wording, since many items used commonly occurring response alternatives (e.g., a large percentage of the CATI items were simply "Yes/No" questions, which required only one entry in the response alternatives dictionary).

Figure III.2 -- Schematic of the CATI Instrument and Data Management ICS Modules


Files Under Program Control for Entry, Edit, and Data Management
Data Dictionary Linking all other files
OMB Data Elements
Interview Item Stems
Interview Response Options
Interview Logic
Interview User Exits
On-Line Help Screens
Intstrument Preloads
Item Fills
Data Files
Human Review and Feedback
Partitioning Module
Produces: Q x Q Specifications; Facsimilie Questionnaire; All or Specified Subparts of any file; and Screens or Sets of Screens by Section, OMB Elements, or Individual (with or without Help Screens)
Code Generator
Produces CATI Program
Preload Builder
Produces Specific Preloads for Tests of Program
File Builder/ Documenter
Produces: Analysis Files; Code Books; and Frequencies

22

34

Instrument flow and control (i.e., specification of CATI branching as well as on-line entry validation where appropriate) were based on logic, which was stored separately in the logic file and linked to the appropriate point in the instrument through the data dictionary. Another component file contained on-line help screens associated with each CATI screen (and from which hard copy question-by-question specifications could be easily generated). The data elements approved by OMB also comprised a separate component file; mapping of each interview item to a specific OMB-approved element was maintained in the data dictionary.

Despite the many advantages of CASES, optimal presentation of a number of questions could not be reasonably accomplished within the limitations of the programming language (e.g., full screen entry and editing). Consequently, special screens were created which used executable modules developed in other languages to present the question and collect and return responses to the main CATI program. These "user exits," which operated analogously to subroutine calls, were stored in a separate component file. The dictionary provided mechanisms for linking CATI and these special screens together seamlessly.

Major system programs shown in **Figure III.2** are the partitioning module, a code generator, a preload builder, and the data file builder/documenter. The file builder formats and locates data in appropriate relational data files, based on parameters entered in the dictionary. The documenter provides all material needed for electronic codebooks (ECBs), including frequency distributions, again based on dictionary linkages. The preload builder, discussed in greater detail in the following subsection, was used primarily during testing of the instrument; it allowed user definition of the preload values necessary to guide the interview section being tested. The partitioning module produces screen files or hard copy of subsets of the interview items and help screens. The major hard copy files produced were the question-by-question specifications (a listing of each item and its associated help screen -- used as an interviewer training aid) and a facsimile interview (a copy of which is included in Appendix D). The partitioning module was also useful for review of items during development by creating the items, with logic and fills, from the separate component files. This feature could be used to review individual items, all items in a particular section, or all items linked to a specific OMB-approved data element (allowing compliance review).

The code generator linked all interview-related components together and generated the actual CASES computer code for the interview. The instrument was basically developed by section (or subsection), and the code generator produced section/subsection modules separately. This approach allowed changes to a specific module and the regeneration of the code for that module, without affecting any other modules. Consequently, even large instrument changes could be incorporated in a very short period of time by amending the dictionary, amending the associated component files, regenerating the CATI code for affected modules, and linking changed and unchanged modules into an updated full instrument.

The data dictionary approach proved to be an extremely effective mechanism for developing and refining the BPS:90/94 field test CATI instrument, and the file structure and systems to support the approach worked quite well. A major residual advantage of the adopted approach is that the current field test data dictionary facilitates considerably the development of the full-scale study instrument. Changes in question order or wording, question additions or deletions, additional validation/consistency checks, or even additional user exits can be easily incorporated within the existing dictionary and files; consequently, the full-scale study instrument development process should proceed quite smoothly.

2. Testing the CATI Instrument

The BPS:90/94 field test instrument was tested thoroughly by both contractor and NCES staff before it was implemented. The flow logic of the field test CATI instrument was quite complex. The values of preload variables as well as the specific answers to prior questions in the current interview determined which questions were asked and which were skipped. Testing the instrument was critical to ensure that branching was appropriate; however, the instrument contained a large number of preload variables (see Section III.A).[18] Consequently, as interview modules (sections or subsections) were developed, it was necessary to identify and include the preload items required for those sections in order to adequately test the programmed interview module.

The "preload builder" enabled the user to define values of preload variables for the interview module (or set of modules) being tested. Values were specified by: (a) selecting a previously defined full set of preload values, (b) interactively defining a full set of new preload values, or (c) choosing an extant set of values and revising some values. After developing a new or revised set of preload values, an option was available to add this new set of values to the previously defined preload set.

In general, the preload builder was an effective tool and very useful in testing some of the early versions of instrument modules; however, as the number of required preload variables grew (263 preload variables in the final CATI instrument), updating, testing, and maintaining an expanding preload builder application became impractical.[19] Instead, test cases with specially designed preloads to test various branches of the instrument were prepared for use in training of interviewers. Instrument modifications for the full-scale study (as they affect preload data) are expected to be minor; consequently, the existing "test" data will be refined as needed for any additional testing and for full-scale interviewer training. Nonetheless, an expansion of the current preload builder to its full potential would be considered worthwhile for initial instrument development in subsequent follow-ups.

3. CATI Case Assignment

Control of case flow/assignment in CATI was facilitated by the use of the CASES QUEUES automatic scheduler (this scheduler is used to assign individual cases to CATI interviewers). Each non-finalized case was assigned to a specific queue for work within CATI (while queue assignments were unique at a given time, queue reassignment was realized with changing case disposition). Within this software, scheduling priorities are governed by the unique queue to which a case is assigned (queue assignment is typically based on case history and study specific case priorities) and a timing algorithm based on scheduled callback time or elapsed time since last call. Priorities for call scheduling were defined and modified as needed over the course of the data collection period.

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[18] Preloads were used in many ways, including verification of responses from earlier interviews, control of branching, and providing "fill ins" for particular questions.

[19] Problems occurred, in part, because field test preload variables were not defined all at once, but rather as individual sections were developed.

Finalized cases (e.g., interview completion or other final disposition) were placed in a special queue that was not accessed by the automatic scheduler. The automatic scheduler was set to select new sets of potential cases every 15 minutes based on the established algorithms. Automatic scheduling was augmented with *final refusal* assignment lists during the last four weeks of operations. Final refusals, existing in the finalized case queue, were not accessible to the automatic scheduler system; however, to improve response rate, these cases were worked by interviewers who were highly skilled in refusal conversion and gaining cooperation.

Some problems were experienced in the field test in using the automatic scheduler. Typically, these problems were not inherent in the software *per se*, but could be categorized as resulting from two basic areas in its use: (a) bad or missing input data, or (b) insufficient queue specification. Problems of the former type were fewer and less troublesome; an example resulted when time zones were missing for some phone numbers, causing such cases to be assigned prematurely. That problem was resolved by (a) including more rigorous edits of preload numbers and numbers returned from intensive trace and (b) imbedding CATI-internal routines to map interviewer-identified numbers to time zones. Similar solutions were applied to other problems of this type.

The most frequent and problematic scheduling difficulties resulted from less than optimal use of scheduling queues. One example involved prior refusals. Once an individual refused (either explicitly or by abruptly breaking off the interview), the case was moved to a refusal queue until finalized; that queue could be accessed and worked only by well-seasoned refusal converters and only by direct user request for a case from that queue.[20] While this approach was completely successful in preventing contact with prior refusals by inexperienced interviewers, established appointments within the refusal queue were not automatically assigned; consequently, some appointments with prior refusals were missed. A similar constraint placed on the "Spanish speaking" queue created a comparable missed appointment problem in that queue. Appointment queues will be added for pending refusals and for Spanish speaking cases to eliminate this problem in the full-scale study.

Another queue misspecification problem was experienced with cases requiring CATI-external tracing/locating. The intent was to place such cases (both those still in pre-CATI locating when CATI operations started and those subsequently requiring post-CATI locating) in inactive queues, to be activated (or reactivated) in CATI once new phone numbers and addresses were obtained. These "inactive" queues were improperly defined in the scheduler; consequently, the inactive cases were sometimes assigned to interviewers. This introduced inefficiencies in the CATI locating operation (in the pre-CATI phase, where this was most prevalent, the interviewers were presented with obsolete or bad phone numbers). To correct these problems in the full-scale study, cases being worked in intensive locating (either pre-CATI or post-CATI) will not be accessible to the CATI scheduler. Because call-ins are possible for these cases, procedures will be available for manual accessibility, if needed.

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[20] This was initiated to avoid additional contact with these cases by less experienced interviewers who might further solidify the sample members' refusal tendencies.

Results from field test operations also suggested additional uses for queues during the full-scale study. Since it proved easier to contact and gain cooperation from first follow-up respondents than non-respondents, these two groups will be placed in separate queues during full-scale CATI operations. In this way, the easier cases (prior respondents) will be assigned to less experienced interviewers, while prior nonrespondents (including implicit and explicit first follow-up refusals) will be assigned to more experienced interviewers, who are better at difficult tracing and/or refusal conversion. This approach should result in a more efficient operation.[21]

4. Other CATI-Related Systems

Reporting Systems. Daily reports detailing the status of CATI operations were generated under system control; separate reports were available for the main interview and reliability reinterview operations. Reports included daily and cumulative response results, projections, and the extent to which projections were being realized. Reports also included latest CATI result code status reports and an accounting of phone numbers available to be worked for pending cases. Generally, these reports were quite useful to both NCES and RTI project management staff. Nonetheless, the reports will be refined for full-scale operations to: (a) be more automated and (b) include information concerning interviewing hours (hours worked; hours per completed interview).

Reintroducing Externally Traced Cases. When new telephone numbers and address information were obtained, they were reloaded into CATI so that appropriate calls could be made and appropriate addresses could be referenced in the locator section of the CATI instrument. A special system was developed to handle this "reloading" or record update. Because of updating difficulty inherent in the CASES software, the program required manual recall of the case and execution of an embedded external program to enter the information and reassign the queue.

Because cases for post-CATI tracing require some time in CATI to be identified[22] and additional time in CATI-external central office tracing (and, possibly even more time in field trace) to be located, timeliness in returning located cases to CATI is quite important within a fixed data collection window. In a nontrivial number of cases, CATI contact was unsuccessful despite updated telephone numbers. Some reasons for this included: gatekeepers screening calls to sample members (and not identifying whether the person resided at a given number); answering machines left on, thereby preventing human contact;

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[21] The BPS:90/94 instrument contains many sections that are exclusively for collecting prior data from first follow-up nonrespondents; consequently, the interview is noticeably different for nonrespondents. This is another argument for efficiency in having prior nonrespondents and prior respondents handled by different interviewers.

[22] Cases were sent to post-CATI tracing if all numbers available for CATI locating reached a dead-end state and the case had not been previously sent to post-CATI tracing or pre-CATI field tracing *and* if review by specially trained interviewers determined that no further CATI efforts were practical.

receipt of the case so late as to preclude working it fully in CATI; inability to contact cases before numbers went bad; and bad locating leads.

To improve full-scale operations, a number of adjustments are planned. To ensure that all cases located in intensive tracing receive prompt and appropriate attention in CATI, a special trace queue for cases *returned from tracing* will be added; only interviewers specially skilled in locating and refusal conversion will have access to this queue. To expedite the transfer of cases from CATI-external trace back into CATI, the procedure for updating telephone numbers and addresses in CATI will be streamlined to take advantage of batch processing capabilities tested during field test operations.

IV. DESCRIPTION AND EVALUATION OF LOCATING AND DATA COLLECTION

A. Overview of Results

1. Locating

Location of student cases for the BPS:90/94 field test was initiated with information provided by the BPS:90/92 locating database. All student and tracing source contact information contained in that database was submitted to a national change of address (NCOA) service for updating. Cases not located during BPS:90/92 were forwarded directly to pre-CATI telephone tracing, and subsequently to field locating if intensive telephone tracing was unsuccessful. (Both pre-CATI telephone tracing and pre- and post-CATI field locating were new procedures introduced with the BPS:90/94 field test.) Prior to the start of CATI operations, a prenotification mailing was made to the student, enabling current contact information to be provided to interviewers for basic CATI locating efforts. In the event that CATI-locating was unsuccessful, cases were sent to post-CATI central trace for telephone tracing and, again as necessary, field locating.

Figure IV.1 shows the flow of field test cases among each of the distinct locating activities (subsequent to NCOA updates and excluding student prenotification), including (1) basic CATI locating efforts; (2) pre-CATI intensive central office (telephone) and field locating, as needed; and (3) post-CATI intensive telephone and field locating for cases not located in the basic CATI operation.

Figure IV.1 also identifies the sequencing of telephone tracing and field tracing, differentiates pre- and post-CATI activities, and shows that cases entered CATI in three separate waves. The initial wave contained 1,162 cases not requiring pre-CATI locating; the secondary wave contained 254 cases located in pre-CATI trace. The third wave into CATI reflects "reactivations" of cases previously in CATI but identified for post-CATI trace *and* successfully located through those additional tracing procedures.

While **Figure IV.1** is useful in distinguishing case flow through several related operations, overall locating outcomes are not easily extracted. Consequently, the flow of locating *outcomes* is shown in **Figure IV.2**. (The first page of **Figure IV.2** is directed towards locating outcomes, while the second page of the figure is devoted to interview outcomes, among those located.) It should be noted from **Figure IV.2** that during tracing operations, 20 cases were identified as "exclusions"; this classification included those who were: (a) out of the calling area;[23] (b) deceased; (c) institutionalized or physically/mentally incapacitated and unable to respond to the survey; or (d) otherwise unavailable for the entire data collection period.

Discounting these exclusions (locating was neither planned nor funded to reach such cases), **Figure IV.2** shows that 1,288 were located and 138 were not, yielding a *raw overall*

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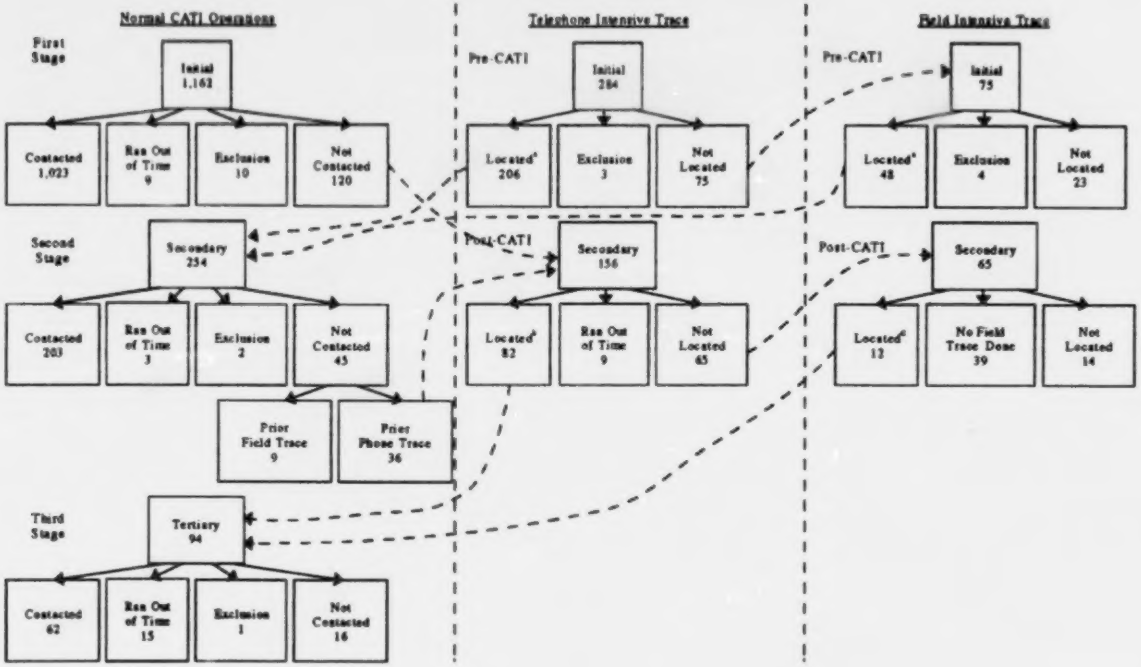
[23] The calling area consisted of all U.S. states, the District of Columbia, Canada, and some Caribbean Islands (including Puerto Rico) -- i.e., numbers not requiring a foreign country or city code.

Figure IV.1 -- BPS:90/94 Field Test Flow of Cases Through Various Locating Activities


Normal CATI Operations
Telephone Intensive Trace
Field Intensive Trace
First Stage
Initial 1,162
Contacted 1,023
Ran Out of Time 9
Exclusion 10
Not Contacted 120
Pre-CATI
Initial 284
Located[a] 206
Exclusion 3
Not Located 75
Pre-CATI
Initial 75
Located[a] 48
Exclusion 4
Not Located 23
Second Stage
Secondary 254
Contacted 203
Ran Out of Time 3
Exclusion 2
Not Contacted 45
Prior Field Trace 9
Prior Phone Trace 36
Post-CATI
Secondary 156
Located[b] 82
Ran Out of Time 9
Not Located 65
Post-CATI
Secondary 65
Located[c] 12
No Field Trace Done 39
Not Located 14
Third Stage
Tertiary 94
Contacted 62
Ran Out of Time 15
Exclusion 1
Not Contacted 16

[a] Includes one student refusal during intensive tracing.

[b] One case was identified for post-CATI tracing but contacted in CATI prior to CATI-external locating.

[c] Three of these cases were not selected for field trace but were later contacted in CATI.

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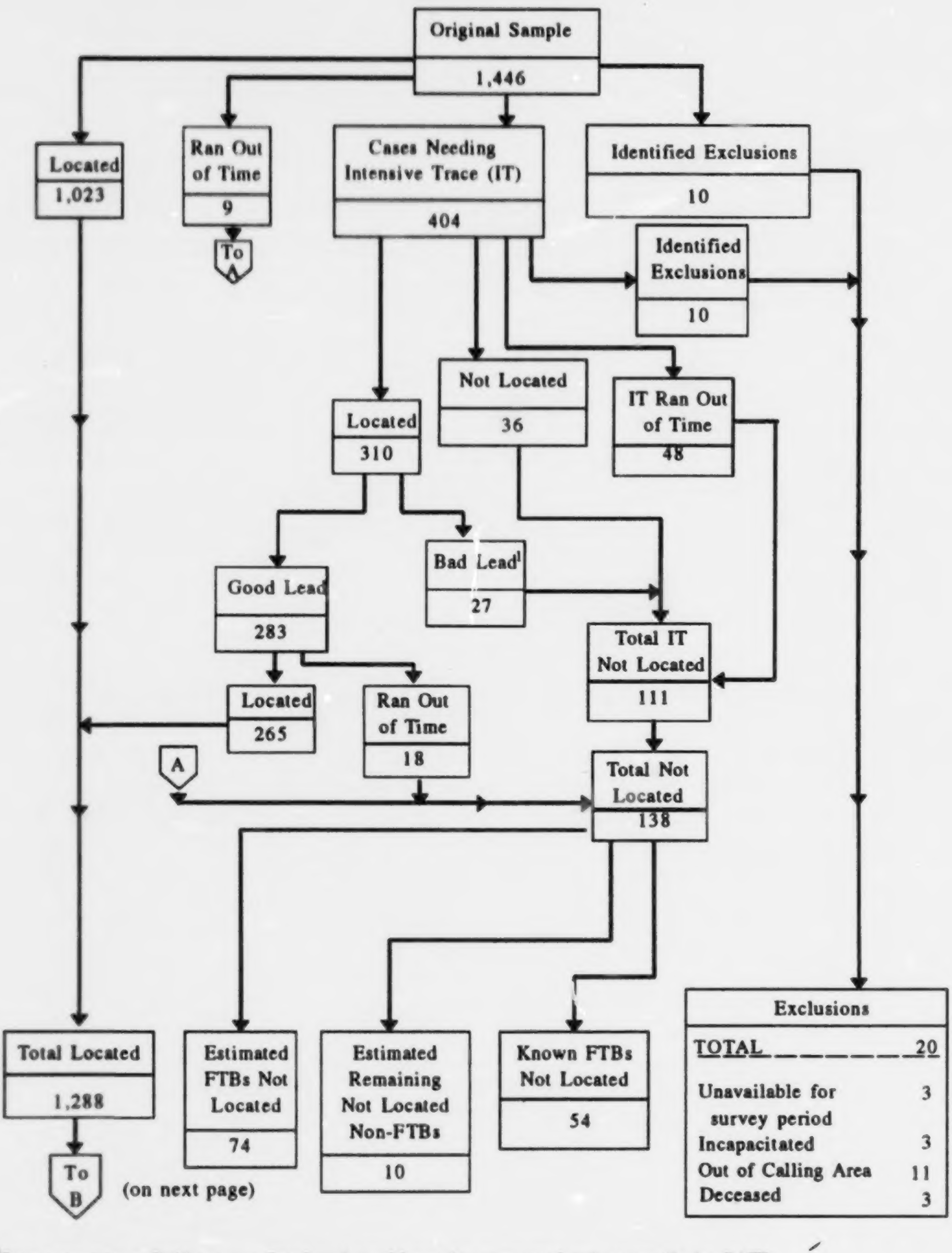
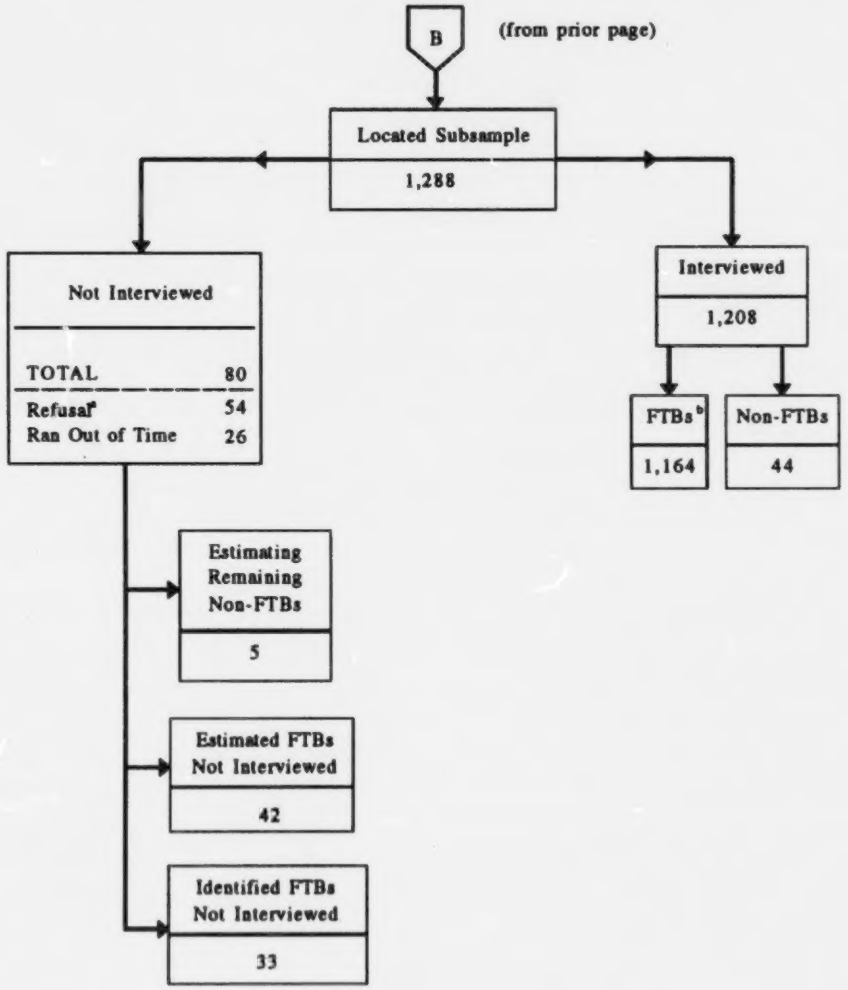
Figure IV.2--Result of Locating/Interviewing Activities


Original Sample
1,446
Located
1,023
Ran Out of Time
9
To A
Cases Needing Intensive Trace (IT)
404
Identified Exclusions
10
Identified Exclusions
10
Not Located
36
IT Ran Out of Time
48
Located
310
Good Lead
283
Bad Lead[1]
27
Total IT Not Located
111
Located
265
Ran Out of Time
18
A
Total Not Located
138
Total Located
1,288
To B
(on next page)
Estimated FTBs Not Located
74
Estimated Remaining Not Located Non-FTBs
10
Known FTBs Not Located
54
Exclusions
TOTAL 20
Unavailable for survey period 3
Incapacitated 3
Out of Calling Area 11
Deceased 3

[1] One case was a field-trace refusal and could not be contacted subsequently in CATI.

Figure IV.2--Result Flow of Locating/Interviewing Activities (continued)


B
(from prior page)
Located Subsample
1,288
Not Interviewed
TOTAL 80
Refusal[a] 54
Ran Out of Time 26
Interviewed
1,208
FTBs[b]
1,164
Non-FTBs
44
Estimating Remaining Non-FTBs
5
Estimated FTBs Not Interviewed
42
Identified FTBs Not Interviewed
33

[a] Includes two hostile refusals.

[b] Includes 124 partial interviews.

locating rate of 90.3 percent. This rate is markedly greater than the comparable BPS:90/92 field test rate (84.8 percent), reflecting the better locating information obtained in the earlier follow-up. Raw locating rates were greater for those interviewed in BPS:90/92 (94.1 percent) than for those who were not (83.8 percent).[24] Further discounting the estimated 10 remaining non-FTBs in the uncontacted group shown in **Figure IV.2**, the *estimated locating rate among applicable sample members is 91 percent.*

2. Interviewing and Eligibility Determination

For sample members who had not responded to BPS:90/92, FTB status had not been confirmed; eligibility was determined for this group in Section A of the interview.[25] Among the 530 former nonrespondents (counting 12 exclusions), FTB status was determined for 387 in BPS:90/94. Of these 387, 44 (11.4 percent) were determined to be non-FTB.[26] **Table IV.1** shows second follow-up FTB rates, by type of NPSAS:90 school. FTB rate varied with both institutional control and (more markedly) level of offering (directionally consistent with first follow-up findings).[27]

Table IV.1 -- BPS:90/94 Field Test FTB Rate by Type of NPSAS:90 School

School Type		Total with FTB Status Determined First in BPS:90/94	Confirmed FTB	
			Count	Percent
Total		387	343	88.6
Institutional Control	Public	191	168	88.0
	Independent	105	98	93.3
	Proprietary	91	77	84.6
Level of Offering	Less than 2 year	84	65	77.4
	2-3 year	119	102	85.7
	4+ year[a]	184	176	95.7

NOTE: Statistics are based on BPS:90/92 non-respondents for whom eligibility status was determined in BPS:90/94.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools are included at this level.

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[24] Alternately, about 60 percent of those not located were BPS:90/92 nonrespondents, while such nonrespondents comprised less than 37 percent of the working sample.

[25] A total of 236 non-FTBs (20.5 percent of the respondents) had been identified during BPS:90/92.

[26] The non-FTB rate among BPS:90/92 nonrespondents is considerably lower than that previously experienced among BPS:90/92 respondents; this reflects, among other things, the fact that "reentering" (older) students, who did not meet requirements for FTB determination, were easier to locate and interview during the first follow-up.

[27] Initial BPS eligibility was determined from school records. FTB confirmation rate differences may reflect higher percentages of students who previously attended other PSE institutions among the "first year" students at different school types and/or differences over school types in information available concerning prior schools attended.

As shown on the second page of **Figure IV.2**, a total of 1,208 sample members were fully (N = 1,084) or partially (N = 124) interviewed;[28] this represents *a 93.8 percent raw interview rate among those located*, considerably exceeding the rate realized in BPS:90/92 (81.4 percent). Discounting the estimated remaining non-FTBs among the 2-time nonrespondents, ***the estimated conditional interviewing rate among applicable sample members was 94.2 percent.*** Of those located but not interviewed, more than two-thirds explicitly refused to participate in the study. Some of the remainder of those located but not interviewed can be attributable in part to the abbreviated field test data collection period; however, most represent implicit refusal cases (e.g., those with sequences of broken interview appointments; those using answering machines (or other people acting as "gatekeepers") to screen incoming calls).

3. Response Rate

Because interviewing rate has been reported conditional on locating, overall response rate (including both locating and interviewing) can be obtained as the product of the previously reported rates.[29] The *raw overall field test response rate was 84.7 percent*; excluding estimated remaining non-FTBs, the *estimated response rate for appropriate sample members is 85.7 percent.* Comparable rates for the first follow-up were about 70 percent. A great deal of this improvement is attributable to the more detailed and current tracing information obtained from, and the rapport established with, BPS:90/92 respondents. About 83.8 percent of BPS:90/92 nonrespondents were contacted in the second follow-up; of the contacted former nonrespondents, full or partial interviews were obtained for about 79 percent (these rates are comparable to the overall rates obtained in the first follow-up). BPS:90/92 respondents, however, were contacted (94.1 percent) and interviewed when contacted (96.1 percent) at markedly higher rates. Other likely reasons for the improvement (presumably increasing rates that would otherwise have been achieved for both prior nonrespondents and respondents) include: better updated address and telephone number information resulting from the NCOA update; expanded but more focussed pre-CATI locating efforts;[30] addition of a field locating component; better success in refusal conversion; a shorter instrument; and a slightly longer data collection period.

B. Details and Evaluation of CATI-External Locating Procedures

1. Nature and Overall Results of CATI-External Tracing

The primary purpose of CATI-external locating was to supply CATI interviewers with current and accurate student directory information. CATI-external locating activities prior to and during CATI were designed to enable interviewers to spend as much time as possible contacting and interviewing respondents by reducing the necessary locating time. CATI-external locating consisted of four distinct components: (a) the submission of all student and tracing source addresses and telephone numbers to an NCOA service; (b) the pre-CATI student mailout; (c) pre-CATI telephone and field intensive tracing; and (d) post-CATI telephone and field intensive tracing. The results of these components are examined in two contexts: *productivity* (frequency of student directory information updates or confirmations obtained -- CATI-external results); and *effectiveness* (relationships of obtained CATI-external information to ultimate student contacts in CATI or other resolutions).[31]

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[28] For those identified as non-FTBs in the interview, the interview was terminated, and considered complete, as soon as they had completed that portion of Section A determining eligibility. Partial interview was defined as completing section A, which, by definition, is applicable only to confirmed FTBs.

[29] Rates can also be determined directly from Figure IV.2, with appropriate adjustments of the base.

[30] *C.f.*, Burkheimer, *et al.*, 1992 for operational differences.

Table IV.2 shows the overall efficiency in direct student contact of four CATI-external locating approaches (including existing numbers in the BPS:90/92 locating database). In this table, locating efficiency is defined by the percent (of all contacted sample members) who were directly contacted at a telephone number provided or confirmed by that source. Since the phone number at which a sample member was contacted could have been confirmed by more than one source/activity, source attribution in this presentation is not unique.[32] Also, it should be emphasized that efficiency rates shown here are confined to *direct contact of sample member at the number*. If indirect contact (i.e., obtaining the contact number through a third party at another number provided by a listed source) were considered, the non-unique overall efficiency rates of locator file information would be much greater. NCOA confirmations/update efficiency rates would also increase markedly; however, rates for student mailouts and intensive tracing would show less increase.

Table IV.2 -- Overall Efficiency of CATI-External Locating Sources in Providing the Telephone Number at which Sample Member Was Contacted

Source	Contact Count for Source-Provided Number	Percent of All Cases Contacted
BPS:90/92 Locator File	514	39.9
NCOA Updates/Confirmations	383	29.7
Student Mailout	92	7.1
Intensive Tracing	156	12.1

NOTE: Statistics are for telephone numbers at which the sample member was reached in CATI; percentages are based on the total of 1,288 sample members who were located. Telephone numbers provided or confirmed by multiple sources are counted for each applicable activity/source; contact numbers obtained during CATI locating (even if determined indirectly from a number provided through a listed source/activity) are not included in this table.

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[31] CATI contact/resolution indicates that the student was either successfully contacted in CATI or was determined to be an exclusion (e.g., out of the country, deceased, or unavailable during the survey period).

[32] For example, an extant phone number in the locator file could have been confirmed in NCOA, also confirmed by the sample member in the mail return, and reconfirmed in intensive trace (assuming CATI tracing efforts initially failed); in this example the contact number would be attributable to all sources shown in the table.

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Telephone numbers already available from BPS:90/92 provided the direct contact number for 40 percent of those located. Overall efficiency rates for the student mailing and intensive trace are reduced by the relatively low frequency of occurrence of such cases; relative efficiency rates for these approaches (i.e., those contacted at a source-provided phone number, expressed as a percentage of the total provided from that source) are considerably greater, as shown in subsequent sections. For example, only 107 sample members supplied confirmations/updates in response to the pre-CATI mailing; of those, however, 92 (86 percent) provided the contact number.

Table IV.3 shows unique incremental contact efficiency as additional activities are considered, beyond the base of locator file information already available from previous data collections.[33] Of the 1,288 cases finally contacted in CATI, 57.5 percent were contacted *directly* at a telephone number provided by one of the four sources/activities considered previously. The bulk of these were from telephone numbers already existing in the BPS:90/92 locating files (some of which were subsequently confirmed in other activities). (Among the existing numbers that proved to be the contact number, sample members were contacted at the previously collected "local" telephone number more often than at their "permanent" number.)

Table IV.3 -- Incremental Overall Effectiveness of BPS:90/94 Locating Activities

Order of Source/Activity	Increment Located		Cumulative Located	
	Number	Percent [a]	Number	Percent [a]
BPS:90/92 Locator File	514	39.9	514	39.9
NCOA Updates	70	5.4	584	45.3
Student Mailout	43	3.3	627	48.6
Intensive Tracing	115	8.9	742	57.5
CATI-based Locating [b]	546	42.5	1,288	100.0

NOTE: Effectiveness defined as *direct* contact with sample member at number provided uniquely by source/activity considered. The specific order in which sources are considered affects its unique incremental contribution; the order used in this table generally reflects the order in which activities/ sources were considered and/or available.

[a] Percentages are based on the cumulative count of 1,288 located sample members.

[b] Over 90 percent of this locating could be attributed to *indirect* contact with sample member through a number provided by one of the other sources (i.e., obtaining current number from a third party at a telephone number provided through CATI-external sources -- including preloads); the remainder resulted from directory assistance calls by CATI interviewers.

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[33] The order in which sources are considered generally reflects the order in which an activity was implemented.

The remaining 42.5 percent were contacted at new numbers obtained during CATI locating efforts (suggesting a highly mobile sample for this follow-up). Nearly all such new numbers were obtained from individuals contacted at numbers previously preloaded in the CATI system (including those with NCOA update/confirmation).

2. Address/Telephone Updates and Mailing

In November of 1992, CATI-external locating activities began with the submission of the BPS:90/92 field test locator file, containing "most recent" previously collected locating information (names, addresses, and telephone numbers for student, parent, and other locator source), to a secure vendor for NCOA updates. NCOA services provide: (a) changes of address from a database of all mail forwarding information obtained by the U.S. Postal Service over the past two year period; (b) address standardization to postal regulations (to speed delivery); and (c) a flag, for each address, indicating potential undeliverability.[34] NCOA can also provide telephone information, for as many names and addresses as possible, by matching them to a telephone number file.[35] This search could produce a new telephone number, confirm an existing number, or yield no number at all.

For the local and/or permanent addresses submitted to NCOA for all 1,446 working sample members, production rates were relatively small. Updated permanent addresses were provided for 133 (9.2 percent) of the sample members; updated local/current addresses were provided for 277 (19.2 percent).[36] **Table IV.4** shows both production and relative effectiveness (in terms of CATI contact or resolution) for NCOA telephone number updates. Production statistics for the NCOA operation are acceptable; at least one update (to current/local and/or permanent telephone number) was obtained for 12.1 percent of the sample. Confirmed current and/or permanent telephone numbers (and no updates) were provided for another 25.9 percent.

One measure of relative effectiveness (namely, ultimate case resolution or contact during CATI)[37] of the NCOA activities is shown in **Table IV.4**. Among cases for whom NCOA provided at least one updated phone number, CATI contact/resolution was achieved for almost 95 percent, and the contact/resolution rate for those with only confirmed phone numbers was over 92 percent. These rates must be considered, however, in light of the almost 89 percent contact/resolution rate achieved for those receiving no updates or confirmations from NCOA.

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[34] No explicit confirmation of old addresses is provided by the service.

[35] Telephone numbers in the file come from a variety of sources, but primarily from Donneley directory files.

[36] The difference in update rates for permanent and current addresses is attributable to the fact that non-blank permanent addresses were available for only 57 percent of the cases.

[37] CATI contact is defined as speaking with sample member directly or reaching a phone number identified by a third party as sample members residence or place of work; resolution is defined as contact or identifying the sample member as deceased, incapacitated, institutionalized, or otherwise unavailable during the data collection period.

effectiveness (in terms of CATI contact or resolution) for NCOA telephone number updates. Production statistics for the NCOA operation are acceptable; at least one update (to current/local and/or permanent telephone number) was obtained for 12.1 percent of the sample. Confirmed current and/or permanent telephone numbers (and no updates) were provided for another 25.9 percent.

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The effectiveness of NCOA operations can also be examined in terms of CATI-external intensive tracing outcomes; these effectiveness measures are shown in **Table IV.5**. Because the criteria for initiating pre-CATI trace were independent of NCOA outcome for most cases, the differences in pre-CATI activation rates reflect factors other than the NCOA outcome (and are provided only for consistency). However, pre-CATI trace did use NCOA results as input; consequently, CATI contact/resolution rates do reflect (to some extent) the fact that "effective" pre-CATI tracing was aided by NCOA outcomes. While these rates for NCOA "confirm only" cases activated in pre-CATI trace do not differ significantly ($p \geq .30$)

Table IV.5 -- Effectiveness of NCOA Telephone Activity in CATI-External Intensive Trace Activities

NCOA Outcome	Outcome Count	Pre-CATI Trace				Post-CATI Trace			
		Activated		Contacted/Resolved		Activated		Contacted/Resolved	
		Count	Percent[a]	Count	Percent[b]	Count	Percent[a]	Count	Percent[c]
Total	1,446	284	19.6	212	74.6	147	10.2	64	43.5
No Action	896	232	25.9	171	73.7	112	12.5	54	48.2
Update(s)	175	28	16.0	26	92.9	5	2.9	1	20.0
Confirm(s) only	375	24	6.4	15	62.5	30	8.0	9	30.0

NOTE: CATI Contact is defined as speaking with sample member directly or reaching a phone number identified by a third party as sample members residence or place of work; resolution is defined as identifying sample member as deceased, incapacitated, institutionalized, or otherwise unavailable during the data collection period.

[a] Percent based on outcome count for row under consideration.

[b] Percent based on activated pre-CATI count for row under consideration.

[c] Percent is based on activated post-CATI count for row under consideration; the abbreviated data collection period limited the types of tracing activities that could be applied in post-CATI trace.

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[37] CATI contact is defined as speaking with sample member directly or reaching a phone number identified by a third party as sample members residence or place of work; resolution is defined as contact or identifying the sample member as deceased, incapacitated, institutionalized, or otherwise unavailable during the data collection period.

subsampling for post-CATI field tracing precluded implementation of full intensive tracing procedures (likely differentially applicable to the three NCOA outcome groups).[38]

Information packets (described in Chapter II, and included in Appendix B) were mailed to 1,434 sample members with sufficient address information in April 1993 notifying them of the survey and requesting updated directory information. Packets were sent to either sample member's current or permanent address, based on address completeness and recency (pre-CATI intensive tracing[39] was "more recent" than NCOA updates/confirmations). When recency and completeness were equivalent, the posting was to the permanent address.[40] Some 51 mailings were sent to a parent address when neither student address was acceptable for mailing and the parent address was. The 121 packets that were returned as undeliverable *with* a forwarding address were remailed to the new address.

Table IV.6 indicates the results of the initial mailing and the remailing, by the address to which it was posted. Response to the mailing was not particularly impressive, reflecting the experience in BPS:90/92. Only 107 sample members returned properly completed locator update sheets; five returned written refusals to participate; another five provided partial locating information with no updated or confirmed telephone numbers; and one parent returned a form indicating the sample member was out of the country. Ten percent of the packets were returned by the postal service as "undeliverable" with no forwarding address. The "never returned" group comprises over 80 percent of those posted.

Established mailing priorities appear to have been appropriate since student return rate from permanent address mailings (11.1 percent) is more than twice ($p \leq .001$) the rate from

Table IV.6 -- Prenotification Mailing Outcomes, by Address to Which Mailed

Mailout Outcome[a]	All Mailings		Permanent Address		Local Address		Parent Address	
	Count	Percent[b]	Count	Percent[b]	Count	Percent[b]	Count	Percent[b]
Total[c]	1,434	100.0	796	55.5	587	40.9	51	3.6
Returned by Student[d]	118	8.2	88	11.1	28	4.8	2	3.9
Returned Undeliverable with No Forwarding Address	145	10.1	72	9.0	70	11.9	3	5.9
Never Returned	1,171	81.7	636	79.9	489	83.3	46	90.2

NOTE: Mailing was not attempted for 12 sample members for whom no suitable address information was available.

[a] Outcome categories include final results from initial mailing as well as from 121 remailings to those returned "undeliverable" but containing a forwarding address.

[b] Percent is based on column total, except as otherwise indicated for "total" row.

[c] Percent is based on row total.

[d] Includes five refusals, five incomplete updates, and one identified out of the country.

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[38] Both completeness of the full set of post-CATI tracing activities and the likelihood of being selected for field trace were inversely related to the time in CATI before the case was identified as needing intensive trace. To the extent that NCOA provided information that lengthened the period of initial CATI tracing, it would also reduce the likelihood of the completeness of trace activities that could be applied, including field tracing.

[39] Pre-CATI updates were considered to relate to local address unless otherwise specified by the student.

[40] Permanent addresses were given priority since student mobility tends to quickly outdate local addresses.

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local address mailings (4.8 percent). Although the parent mailing group is small, mail outcomes in that group more closely approximate those from the local address mailing than those from the permanent address mailing.

As a field test methodological experiment, a motivational information sheet (the BPS Vanguard) was included in a half sample of the packets. To assess possible effects of this experimental treatment, mail returns from the Vanguard and non-Vanguard samples were compared; results, shown in **Table IV.7**,[41] indicate no positive effect of the motivational information sheet on the request for updated address and telephone information from sample members.

3. Pre- and Post-CATI Intensive Tracing

CATI-external intensive tracing (involving a central office telephone operation) had been used effectively in BPS:90/92 to locate cases that could not be readily located through the information available to CATI interviewers. These procedures were expanded in the BPS:90/94 field test to include a field tracing component; also both central office and field tracing were implemented prior to the start of CATI operations for sample members who had not been successfully contacted during the first follow-up.

As indicated earlier in this chapter in **Figure IV.1**, the bulk of the cases required no CATI-external intensive tracing (1,033 cases contacted/resolved in normal CATI operations). Also shown is the increasing difficulty in locating through the various steps (e.g., of the 1,162 cases initially assigned directly to CATI, 1,033 (89 percent) were contacted/resolved; contact resolution among the 284 cases requiring pre-CATI trace was 75 percent (212 cases); and for the 156 cases requiring post-CATI trace, 63 (40 percent) were contacted/resolved).[42]

Table IV.7 -- Sample Member Return of Locating Information, by Vanguard Selection

Group	Total Mailings *	Returned Locator Information	
		Number	Row Percent
Total	1,289	118	9.2
Selected to Receive Vanguard	644	56	8.7
Selected Not to Receive Vanguard	645	62	9.6

* Excludes cases for whom mailings were returned undeliverable without forwarding address as well as cases to whom no mailing was sent.

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[41] The table does not consider mailings returned undeliverable without forwarding address or those not mailed.

[42] A major portion of the reduced effectiveness of the post-CATI intensive tracing can be attributed to the abbreviated field test data collection period, which seriously constrained the time available for the post-CATI effort.

a. Pre- and Post-CATI Central Office Tracing

Central office trace was based on information from: BPS:90/92 locator files (including tracing data previously provided by institutions), NCOA updates, responses to the prenotification mailing, interviewer comments and other information in the BPS:90/94 CATI record, and CBI and TRW credit bureau checks. A total of 284 cases in the BPS:90/94 field test working sample had not been successfully contacted during the first follow-up. These cases were selected for pre-CATI tracing which began in December of 1992. Post-CATI telephone tracing began after the start of CATI, as unlocatable cases were identified by the CATI interviewers. A total of 156 cases were identified as needing post-CATI tracing; however, nine of these were identified so late in the CATI process that tracing was not initiated. Consequently, only 147 cases were activated in the post-CATI telephone tracing.

Production results for both pre- and post-CATI telephone tracing are provided in **Table IV.8**. Pre-CATI trace located telephone numbers for 206 (72.5 percent) of the 284 cases activated; however, one of these explicitly refused additional study participation. An additional 3 cases were resolved. The remaining 75 unresolved cases (including those determined to have no phones or unlisted phone numbers) were activated in pre-CATI field tracing. The post-CATI operation was relatively less successful than pre-CATI, resulting in new or confirmed student telephone numbers for 82 (55.8 percent) of the 147 activated cases.[43] The remaining 65 cases (5 of whom were identified as having non-published telephone numbers) were activated in post-CATI field tracing.

The notable difference between pre- and post-CATI telephone tracing production is mainly attributable to the abbreviated data collection period. Post-CATI intensive tracing

Table IV.8 -- Results of Pre- and Post- CATI Intensive Telephone Tracing

Telephone Intensive Tracing Results	Pre-CATI		Post-CATI [a]	
	Number	Percent	Number	Percent
Total	284	100.0	147	100.0
Located, Phone Number Obtained	205	72.2	82 [b]	55.8
Located Student Refusal	1	0.4	0	0.0
Address Confirmed/Non-Published Telephone Number	20	7.0	5	3.4
Confirmed No Telephone	4	1.4	0	0.0
Unavailable	2	0.7	0	0.0
Deceased	1	0.4	0	0.0
Unlocatable	51	18.0	60	40.8

[a] Nine additional cases were identified for intensive tracing too late in the data collection period for tracing to be effectively begun.

[b] One of these 82 cases called in to the toll-free CATI number while in CATI-external telephone trace.

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[43] One of these 82 cases called in to the toll free CATI number while in CATI-external telephone trace.

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updates needed to be returned to the CATI interviewers as quickly as possible to allow them sufficient time to contact/resolve the cases before data collection ended. Therefore, an accelerated tracing procedure was designed to locate as many cases as quickly as possible; this precluded full use of some of the more time-intensive locating procedures.

Table IV.9 shows CATI contact rates for cases located in pre- and post-CATI telephone intensive tracing, by locating activity providing the telephone number.[44] The "Other Locating Procedures" category shown in the table includes cases which were located at parent/other NCOA telephone numbers, NCOA-confirmed telephone numbers, student mailout information (post-CATI only), student call-in to CATI prior to CATI-external locating, and various "final resort" locating procedures (e.g., calling tax-assessor offices).

Of the 205[45] located pre-CATI cases, 171 (83.4 percent) were contacted during CATI *without subsequent intensive tracing*. Fifty-four (65.9 percent) of those located during post-CATI telephone trace were contacted in CATI.[46] Within both pre- and post-CATI operations, variation is observed in the relative effectiveness of the different tracing sources (although small sample sizes preclude meaningful generalizations in many cases).

Table IV.9 -- CATI Contact Rates for Cases Located in Telephone Intensive Tracing

Telephone Number Source [a]	Pre-CATI			Post-CATI		
	Number Located through Source	Subsequently Contacted in CATI [b]		Number Located through Source	Subsequently Contacted in CATI	
		Number	Percent		Number	Percent
Total	205	171	83.4	82	54	65.9
BPS:90/92 CATI Telephone Number	66	51	77.3	NA	NA	NA
1993 CATI Telephone Numbers	NA	NA	NA	20	9	45.0
CBI Credit Bureau	56	48	85.7	27	21	77.8
Other Locating Procedures	50	43	86.0	24 [c]	16	66.7
Unique NCOA Telephone Number	16	13	81.3	NA	NA	NA
TRW Credit Bureau	8	8	100.0	7	5	71.4
Institution	6	5	83.3	2	2	100.0
DA Check of NCOA Address	3	3	100.0	2	1	50.0

[a] The source of a telephone number is based on the final disposition of that case.
[b] Count includes only cases which did not require subsequent post-CATI intensive tracing.
[c] Includes one case that called in to CATI before CATI-external trace was completed.

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[44] Disposition within source does not provide an accurate indicator of source quality, particularly for sources used at different stages of tracing (e.g., information provided by CBI was always used before TRW was consulted).

[45] The located "refusal" is not included in this count.

[46] Time constraints on CATI operations following post-CATI trace contributed considerably to the difference.

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Of particular note is that CBI and TRW credit bureau checks are quite effective in tracing (reflecting results from the first follow-up). CBI potentially provides two addresses (current and former), one telephone number, and an employer name; based on prior success of the method, it was one of the first locating steps. The low cost of CBI (less than $1.50 per case), the short time required to follow up on CBI data, and the high contact effectiveness suggest that CBI should continue to be one of the first locating steps attempted during the full-scale study. The substantially higher cost of a TRW report and the fact that TRW does not supply employer information or telephone numbers made TRW one of the later locating steps; however, due to its high contact efficiency, it remains a very useful source.

The most commonly used (and relatively effective) source of student telephone numbers during pre-CATI tracing was the phone numbers attempted during the BPS:90/92 field test; however, this source may not be as effective in the full-scale study. An important first follow-up operational distinction was that the majority of the field test pre-CATI cases *were not* subjected to intensive tracing, while the majority of full-scale pre-CATI cases were. Relatedly, however, 36 of the pre-CATI tracing cases had been unlocatable during BPS:90/92 intensive central office tracing. Original plans had been to activate these cases initially in field tracing; however, since new locating information may have been obtained in BPS:90/94 (e.g., NCOA updates), they were first activated in central office tracing instead. Of the 36, 18 were located by telephone, of whom 15 were ultimately contacted in CATI. These results suggest that improvements in central office intensive tracing methods justify further telephone intensive tracing attempts for previously unlocatable cases.

b. Pre- and Post-CATI Field Intensive Tracing

Field tracing was introduced in the BPS:90/94 field test for cases not located during central office intensive tracing; this new tracing component was needed for 75 cases during pre-CATI tracing and 65 during post-CATI tracing. Because of time and budget constraints, only 23 of the 65 post-CATI field trace cases were actually fielded.[47] Where possible, field tracing cases were clustered into distinct geographical areas (i.e., four or more unlocatable sample members were last known to reside in the area) to reduce travel costs for field locating. Six such clusters were established for field tracing (four during pre-CATI and two more in post-CATI), including the metropolitan areas around Memphis, Dallas-Fort Worth, Harrisburg, Atlanta, Washington, D.C. and Colorado Springs.

Even with this clustering, the remaining cases (representing about 40 percent of the field test group)[48] remained widely dispersed. This had been anticipated during study planning stages and it had also been recognized that costs for field tracing of this group using contractor staff would have been prohibitive. Consequently, unclustered cases were traced by Equifax, a professional locating firm with over 900 offices throughout the country; also, to provide meaningful comparisons between clustered and unclustered locating, some clusters were also assigned to Equifax.[49]

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[47] To be eligible for field trace, cases had to first fail normal CATI locating and next fail telephone intensive tracing; only 23 such cases were identified in sufficient time to implement a reasonable field tracing operation *and* be returned to CATI within the abbreviated field test data collection period.

[48] In pre-CATI trace, 30 (40 percent) of 75 identified field trace cases could not be clustered; the unclustered rate for post-CATI field trace is not meaningful, since the group actually fielded (which was selected from all eligibles) was oversampled from existing clustered areas.

As with telephone intensive tracing, the goal of field intensive tracing was to obtain an updated/confirmed telephone number for the sample member without directly contacting him/her; however, if the sample member had no phone or an unlisted number that would not be revealed, then field locators were to provide him/her with the toll-free number for call-in to CATI. The field locators generally visited sites where the student had been known to reside or work, or where various tracing sources had been known to reside. Other possibilities for field intensive tracing included visiting various government agencies, private organizations, and utility companies.

Since field locators had a large variety of intensive tracing options, most of which were location- or even case-specific, it was not feasible to give the field staff a specific set of ordered intensive tracing procedures to follow. Rather, they were given extensive training materials, copies of the mailed materials (see Appendix B) for sample members who did not receive them, various locating aids, the telephone intensive tracing materials for each case, and scripts and informational materials to help elicit the cooperation of sources and students. Contractor field staff were in regular (at least weekly) telephone contact with central staff and supervisors.

Comparisons between the three different field locating situations are provided in **Table IV.10**. Results are based on the combined 75 pre-CATI cases and 23 post-CATI cases that were identified in sufficient time for application of reasonable field tracing activities. Comparisons provided in the table include production (i.e. field locating), effectiveness (CATI contact/resolution), and marginal (variable) unit costs. Relatively unconfounded comparisons can be made between contractor clustered tracing and Equifax clustered tracing or between clustered and unclustered Equifax tracing. All table results are somewhat tainted by the relatively poorer performance (due to time constraints) of the post-CATI operation.

Generally, only minor differences (none of which even remotely approach a .05 level of statistical significance) exist among the three distinct tracing situations. Production rates are almost identical for all three conditions included within a range of less than 4 percentage points.[50] Effectiveness rates show slightly larger differences, but both nonconfounded differences are less than a standard error unit.[51] It should be noted that rates for Equifax tracing are probably depressed relative to those for contractor tracing, since more steps (and time) were required in getting cases to and from Equifax and their field staff, reducing both the time available to trace the cases *and* the time to contact cases once returned to CATI. This potentially confounding delay would be expected to affect the Equifax unclustered cases (typically handled by smaller, more remote Equifax field offices) more than the clustered

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[49] To facilitate production comparisons, the per-case cost for Equifax locating was set approximately equal to the estimated contractor variable per-case costs.

[50] Pre-CATI production rates were higher in all conditions, and all were within a range from 68 to 70 percent.

[51] Considering pre-CATI cases only, all rates were higher (by from 3.5 to 8 percentage points) but neither contrast exceeded a standard error unit.

Table IV.10 -- Comparative Results of Pre-CATI Plus Post-CATI Field Tracing

Nature of Comparison	Nature of Field Tracing		
		Equifax	
	Contractor	Clustered	Unclustered
Total Cases	32	30	36
Cases Located	20	18	23
Production Rate [a]	62.5 %	60.0 %	63.9 %
Cases Contacted/Resolved in CATI	17	14	14
Effectiveness Rate [b]	53.1 %	46.7 %	38.9 %
Total Variable Cost	$8,154	$6,903	$9,027
Cost per Case Worked	$255	$230	$251
Cost per Located Case	$408	$384	$392
Cost per CATI Contact/Resolution	$480	$493	$645

NOTE: Statistics are based on the 75 pre-CATI cases and 23 post-CATI cases actually fielded; results are depressed (or inflated) due to time constraints on all post-CATI tracing activities (because of additional steps -- and time -- involved in transferring cases to and from Equifax, effects of time limitations were greater on their statistics).

[a] Production rate is based on located cases divided by total cases.

[b] Effectiveness rate is based on cases resolved or contacted in CATI divided by total cases.

cases, and may be reflected in the depressed unclustered effectiveness rate.

Variable cost differences are also relatively small; however, the expected trend of higher costs for unclustered cases is observed. Since costs per located case and per contacted/resolved case are based (respectively) on the numerator used to compute the production and effectiveness rates, the previously discussed potential confounds in the Equifax rates also potentially inflate their costs. When other costs associated with field locating are considered, the costs per contractor-traced clustered cases (regardless of which unit cost is considered) are substantially higher than those of even the unclustered Equifax cases.[52] Cost effectiveness suggests that full-scale study field locating be handled exclusively by Equifax.

Equifax costs were further examined as a function of the nature of cases provided to them, within the specific locating cost-structure agreed upon with them. In Equifax field test tracing costs negotiations, it was assumed that providing them a confirmed address for an intensive tracing case would facilitate locating that case and obtaining an associated telephone number. Consequently, a cost structure was implemented to reflect this assumption. Cases failing central office tracing and assigned to Equifax were classified as: "suspect address,"

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[52] Both methods required additional contractor staff labor for management and training, but Equifax (with its management costs imbedded in a basic rate) required considerably less than contractor field staff.

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"confirmed address," or "no telephone"[53] (cases in the latter two categories included an address believed to be correct). If an address was not provided to Equifax, *or if an incorrect address was provided*, Equifax charged $350 per case for whom they provided a telephone number. Otherwise, Equifax charged $50 per hour worked on each case, regardless of whether a telephone number was obtained.

Table IV.11 shows Equifax tracing effectiveness rates and costs for clustered and unclustered cases, broken down by address confirmation category.[54] Within the clustered cases, CATI-contact resolution rates and costs are quite comparable for the two address classifications; this is much less the case for unclustered cases. While tabled differences between address available classifications within the unclustered locating group do not approach significance at the .05 level, the disparity is of some interest, particularly in light of other results. While the total Equifax pre-CATI unclustered group had *highest production rate* for obtaining telephone numbers (70 percent), the "no address" component of this unclustered group had the *lowest effectiveness rate* (38 percent). Thus, the obtained numbers for this group were less useful for CATI contact/resolution than those for other groups.

Since the cost structure for this group was based on a located head count (i.e., production), there is some suggestion that Equifax field staff may have been somewhat

Table IV.11 -- Equifax Effectiveness Rates and Unit Costs as a Function of Clustering and Rate Structure

Pre-CATI Telephone Disposition	Number	Contacted in CATI		Costs		
		Number	Percent	Total	Per Case Worked	Per Case Contacted
Clustered Equifax Cases						
Total	22	12	54.5	$5,546	$252	$462
Suspect Address ($350 per located case)	15	8	53.3	$3,717	$248	$465
Confirmed Address ($50/hr)	7	4	57.1	$1,829	$261	$457
Unclustered Equifax Cases						
Total	30	13	43.3	$8,378	$279	$644
Suspect Address ($350 per located case)	21	8	38.1	$5,782	$275	$723
Confirmed Address ($50/hr) [a]	9	5	55.6	$2,596	$288	$519

NOTE: Because of the small number of post-CATI cases and the potential for confounded results resulting from post-CATI time constraints, results presented in this table are based exclusively on pre-CATI field tracing.

[a] Three "no telephone" cases (one of which was contacted in CATI at a per contacted case cost of $944) have been included in this category.

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[53] For these cases field tracing staff (both contractor and Equifax) were to determine a number at which the sample member could be reached at some specified time or to leave a number to which the sample member could call in for his/her interview.

[54] Due to the small number of post-CATI cases and the time constraints involved with those cases, only pre-CATI cases are considered here. Only three instances of "no telephone" cases existed (all in the unclustered group); therefore "no telephone" has been combined with the "confirmed address" group.

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overanxious to accept a telephone number (probably provided by a third party) as being the correct number for contacting the sample member. This possibility has been discussed with Equifax staff, who have provided assurances of closer monitoring of their field staff in the full-scale study. Statistical evaluation of full-scale study results (which will be based on larger numbers of cases) should determine if this anomaly is more than chance variation.

4. Recommendations for Full-Scale Study

During debriefing, telephone locators indicated that refusal of locating sources to provide addresses and telephone numbers led to both: (a) a reduction in locating rate (which increases the number of cases assigned to the more costly field locating), and (b) use of more time consuming and costly telephone intensive tracing procedures. Consequently, it is planned to focus more effort on refusal conversion in the full-scale study during both pre- and post-CATI telephone intensive tracing. Each telephone number previously attempted during CATI (but especially parents and other sources) will be approached as a potential refusal. While it is recognized that the majority of the telephone numbers previously attempted in CATI are not explicit or hidden refusals, an attempt will be made to identify potential refusals before they are contacted, and immediately assign them to a locator specifically trained to convert potential refusals.

As a result of the field test experiment, Equifax has been determined to be the most cost effective approach to field locating. Because of the lack of significant differences between clustered and unclustered Equifax cases, there seems to be no need to implement clustering (which itself would contribute unneeded costs); however, the procedure involving classifying cases on the verity of their addresses will be maintained (and further evaluated at the conclusion of the full-scale study).

C. Details and Evaluation of CATI Operations

Field test CATI data collection began on April 27, 1993. Interviewer training (involving a 4 day training session for each of three interviewing "shifts") was conducted during the prior week. Only 1,424 members of the working sample were activated in CATI; this excluded 22 cases who were not located during pre-CATI tracing. CATI data collection ended on July 25.[55] About 50 interviewers were used in CATI data collection (this number decreased over time) in three shifts: weekdays, weeknights, and weekends. Times covered by this staffing were: 8:00 AM to 11:00 PM on weekdays, 9:00 AM to 5:00 PM on Saturdays, and 2:00 PM to 10:00 PM on Sundays. The field test data collection period was markedly abbreviated from that for the full-scale study; consequently, most results discussed should be taken as lower bound estimates of full-scale study results.

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[55] Data collection was scheduled to end on July 17, but a small number of cases were worked for one extra week to finalize as many pending cases as possible.

1. Incidental CATI-Related Operations

In addition to standard CATI operations, some activities were undertaken for special subgroups of respondents or under unusual circumstances. A brief description and evaluation of these operations is provided below.

Reliability Reinterviews. Data collection included a reliability reinterview for a subsample of those completing the BPS:90/94 production interview. A total of 113 were selected to yield the targeted 100 cases agreeing to participate in a reinterview. Reinterviews were conducted between June 28 and July 17; 95 full reinterviews were completed during this time frame. Reliability estimates from these interviews are provided in Section V.B.

Remailings. Sample members were asked at the start of the interview if they received the letter (and also the *Vanguard*, if applicable) included in the pre-CATI information packet. Although not included as an explicit question in the interview, those who did not receive the mailing could ask to have it sent to their current address. Those desiring such a mailing were asked for a current address; this information was written, together with the sample member's name, to an external file, which was accessed daily to print labels for the remailings. Those who did not receive the letter *and* did not request remailing were read the more relevant information from the letter. Only 34 students (less than three percent of those contacted) requested that the material be remailed. Of those, all but one (97 percent) were subsequently full or partial interview respondents.[56]

Call-in Capability. While the bulk of interviews was achieved by interviewers initiating contact with sample members, some respondents called-in to a toll free number to be interviewed. Call-ins were actually solicited in mailed material (particularly in the *Vanguard*) and in messages left on sample members' answering machines. Also, field locators provided the call-in number to sample members who were located but who had no telephone (or would not reveal their unlisted number). The call-in phone was staffed by the shift supervisor; when a call came in, the supervisor would request the sample member's name and determine the appropriate case ID number from a master directory ordered alphabetically by name. The call and case ID would then be transferred to an available CATI interviewer. Final CATI records identified 38 sample members who called in at some point during data collection; of those, 28 completed all or part of the BPS:90/94 interview. The reported call-in count is a lower bound of actual call-ins since the call-in variable was overwritten if subsequent attempts were made to reach the sample member (e.g., in case of a break-off) or in certain instances of supervisory case review. To achieve more accurate reporting capability in the full-scale study, a separate counter will be established to record the number of call-ins per case.

Problem Sheets. Interviewers were instructed to communicate, on hard-copy problem sheets, generic or case-specific problems which they experienced. These sheets were forwarded to project staff for review and action and, in general, were a very useful means of detecting program and data problems. A total of 410 problem sheets were completed; they were reviewed and acted upon on a daily basis. Most reported problems in the first four weeks of operations concerned a software bug in the CASES CATI package. A fix for this bug was provided by the program developers; the fix was tested and then implemented during subsequent CATI operations.

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[56] In the BPS:90/92 field test, sample members were asked explicitly if they wanted a remail before continuing with the interview; 12.5 percent of those contacted requested a remail, and 74 percent of those were subsequently interviewed. It was suspected that sample members were using this option as an implicit refusal; consequently, the procedure was changed for the BPS:90/92 full-scale study and carried forward to the BPS:90/94 field test.

A large number of other reported problems reflected only interviewer misunderstandings of proper procedures; however, some useful corrections to item wording and logic errors were noted on problem sheets. The remaining reports concerned items requiring correction of the CATI data. These included: delayed recall by the respondent of certain items (such as schools attended and employment spells); respondent initial misreport of information which was later clarified; and entry errors detected by the interviewer but not feasible to correct in CATI.

2. Complete and Partial Responses

Contacting results for the total sample and interviewing rates for contacted eligibles are shown in **Table IV.12.**[57] Among the 1,164 eligible sample members who were interviewed, 124 (10.7 percent) completed only partial interviews. Partial interviews resulted from sample members breaking off the interview after completing at least the first section.[58] Such break-offs included explicit refusals to continue (in many cases after earlier refusals) as well as respondent requests to resume the interview at a later time followed by unsuccessful recontact (many of these latter cases probably represent implicit refusals). All but three of the break-offs occurred either in Section B, the education experiences section (105 break-offs, representing 9 percent of all respondents), or section C, the employment experiences section (16 break-offs). No break-offs occurred in the final three sections.

Partial respondents and contacted non-respondents comprise 16.3 percent of the contacted eligible sample members; because of the pattern of early break-off, information available from partial respondents is only slightly greater than that for nonrespondents. Since typical partial respondents provide full information on only the earliest sections of the interview (one reason for the order of interview section administration), study objectives might be better served if these cases instead completed a small set of critical items. A possible consideration for the full-scale study is to ask such a set of those who refuse to participate in the interview otherwise. An abbreviated "critical item" interview should take less than five minutes to administer and should only be offered when all other attempts at refusal conversion have failed. Suggested items include: degree attainment information (what degree, when received and where); current educational enrollment status (whether or not attending school); and current employment status (whether or not working).

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[57] The 44 first follow-up nonrespondents determined to be non-FTB during the second follow-up interview were considered to have "completed" the interview as soon as their ineligibility was determined (which was actually before completing Interview Section A). Including these cases would cloud the current discussion.

[58] Eighty sample members (6.2 percent of those located) did not even complete section A (the introduction) and were considered nonrespondents.

Table IV.12 -- Contact and Interview Rates by BPS:90/92 Response Status

BPS:90/92 Response Status	Total[a]	Contacted[b]		Interviewed					
				Total[c]		Partial[d]		Complete[d]	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	1,426	1,288	90.3	1,164	93.6	124	10.7	1,040	89.3
BPS:90/92 Respondent	908	854	94.1	821	96.1	65	7.9	756	92.1
BPS:90/92 Refusal	161	143	88.8	109	82.6	37	33.9	72	66.1
BPS:90/92 Other NonRespondent	357	291	81.5	234	90.7	22	9.4	212	90.6

[a] Excluding 20 deceased, incapacitated, out of reach, or otherwise unavailable sample members.

[b] Percent based on row total.

[c] Percent based on row Number Contacted, *excluding the 44 sample members determined to be ineligible*. Eleven of the ineligibles were BPS:90/92 refusals and 33 were BPS:90/92 other nonrespondents.

[d] Percent based on total interviewed within the row.

3. Factors Related to Contacting and Interviewing Rates

a. Prior Response Status

A marked difference in contact and interview rates is evident based on first follow-up response status. First follow-up nonrespondents included those who were not located in BPS:90/92, those for whom time ran out after contact but before interviewing, and those who explicitly refused to take part in the first follow-up interview. First follow-up nonrespondents differed from prior respondents in a number of ways; first, lack of response meant that available phone and address information was at least four years old and less reliable in many cases (making both CATI and CATI-external locating more difficult). BPS:90/92 explicit (and implicit) refusals had already shown resistance to cooperation. The BPS:90/94 interview was also somewhat different *and longer* (see Section IV.C.5) for prior nonrespondents (as well as for some prior partial respondents); eligibility determination was necessary for that group only, and retrospective data (for the 2-year period covered by the BPS:90/92 interview) were needed for important items (e.g., spells of education and employment, income, and education financing data).

Table IV.12 (presented previously) shows contact and interview rates (among eligibles) by BPS:90/92 response status. Here, prior nonrespondents have been classified as prior explicit refusals and "other." When compared to BPS:90/92 respondents, contact rates were significantly lower for prior refusals ($p < .05$) and for other prior nonrespondents ($p < .001$). Prior refusals, all of whom by definition were located in the first follow-up (but contributed no updated locating information), were easier to contact ($p < .05$) in BPS:90/92 than those in the other nonresponding group (most of whom had not been located in BPS:90/92).

Among those contacted (excluding identified ineligibles), interviewing rates also differ significantly. Once contacted, BPS:90/92 respondents were much more likely to cooperate again in the second follow-up than either of the prior nonresponding groups ($p < .001$ for prior refusals; $p < .01$ for other prior nonrespondents -- including some implicit refusals). Contacted and BPS:90/92 explicit refusals were less likely to be interviewed ($p < .05$) than other first follow-up nonrespondents. While contacted and interviewed prior respondents and prior other nonrespondents demonstrated comparable partial interview rates, prior refusals showed a markedly higher rate ($p < .05$).

The differences in contact and interview rates between first follow-up respondents and nonrespondents suggest that locating and subsequently gaining cooperation is much more difficult for those that have missed a data point in the longitudinal series. This suggests that BPS:90/92 nonrespondents be given specialized attention by interviewers specially trained and skilled both in locating and gaining cooperation from sample members. By distinguishing first follow-up respondents from nonrespondents, more experienced interviewers may be assigned to work the nonrespondents. Effort may also be concentrated early in CATI operations to send such cases as needed to CATI-external intensive locating in a timely fashion. This should allow for the greatest possible opportunity to locate these cases.

These results also argue for excluding nonrespondents to *both* prior follow-ups from the BPS:90/96 field test working sample; to the extent that similar results are observed in the full-scale study (even after planned refinements in strategies), a similar argument would apply for the full-scale sample. Locating of certain cases will now be based on information that is over 6 years old. Collecting retrospective data over a 6-year period would impose an even more inflated response burden on those who were willing to participate, and the information from the first two years would be less reliable. It is expected that yield from two-time nonrespondents would be considerably less than that experienced for one-time nonrespondents and, perhaps, inefficient relative to the level of effort that would be required.

b. Vanguard and Prenotification Mailing

In an attempt to increase cooperation among sample members and thus reduce longitudinal attrition, the BPS:90/94 field test investigated the effectiveness of an information sheet. Research suggests that sample members should be more willing to complete interviews when interview participation is viewed as a method for repaying or responding to a perceived favor or benefit or if they develop a sense of "belonging" to the study or importance because of it.[59]

The information sheet used, the *Vanguard*, was intended to evoke social reciprocity and group identification by: (1) emphasizing the importance of individual participation to achieve study goals; (2) expressing appreciation for past participation; (3) introducing the study team; and (4) providing concrete information about how interview responses would be used. The *Vanguard* was designed with input from NCES staff so that it would not bias second follow-up survey results.

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[59] Groves, R. M., & Cialdini, R. B. (1991). *Toward a useful theory of survey participation.* Paper presented at the Second International Conference on Survey Nonresponse.

As a methodological experiment, members of the field test sample were randomly assigned to two groups; one group was mailed the information sheet with their prenotification packet, and the other was not.[60] If the information sheet was effective, those who received the *Vanguard* would be more likely to cooperate than those who did not. There is certainly no reason to expect that the information sheet would affect locating rate, and, by coincidence, the same number of sample members (644) were located in each of the treatment groups.

In the interview, sample members were asked if they received the mailing. If in the information sheet sample, they were asked if they received the *Vanguard*; if so, they were asked if they read it; and if so, if they found it informative. Percentage responses to these questions and cooperation rates within different groups is shown in **Table IV.13**. Of the 644 located sample members in the *Vanguard* group, only 28 percent reported actually receiving it. This statistic is somewhat deceiving since only 45 percent of the cases (in both groups) even reported receiving the mailing.[61] Still, only slightly more than 60 percent of those in the *Vanguard* sample, who reported receipt of the mailing, also reported receiving the information sheet. Of those who reported receiving the *Vanguard*, over two-thirds reported reading it; of those reporting reading it, 86 percent said it was informative.

Table IV.13 -- *Vanguard* Sample Assignment, Self Reports, and Associated Cooperation

Group Considered	Number of Contacted Cases	Percent of Parent Group[a]	Percent Cooperating[b]
Total	1,288	100.0	93.8
Not Selected for Vanguard Receipt	644	50.0	93.3
Selected for Vanguard Receipt	644	50.0	94.3
Reported Receiving Vanguard	179	27.8	97.2 [c]
Reported Reading Vanguard	120	67.0	98.3
Reported Vanguard Informative	103	85.8	99.0

NOTE: Statistics are based on the 1,288 sample members *who were contacted in CATI.*

[a] For the first three rows, the parent group on which the percentage is based is the first row; for subsequent rows, the parent group is those in the previous row.

[b] Cooperation is defined as completing a full or partial interview.

[c] Cooperation rate was 93.2 percent among the combined groups of those not selected in the *Vanguard* sample (N=644) and those in the *Vanguard* sample who did not report receipt (N=465). The difference of 4 percentage points is statistically significant ($z = 2.77$; $p < .005$, one-tailed).

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[60] Random allocation *within each NPSAS:90 school* was used to control for potential institution effects.

[61] The remainder either failed to reach that question in the interview or answered that they did not recall receiving the prenotification mailing.

The major question resolved in **Table IV.13** is the effect of the *Vanguard* on cooperation by sample members, where cooperation is defined as either an eligible complete or partial interview or determined ineligibility for a non-FTB.[62] The only comparison in **Table IV.13** that allows *clear* inference is that between the two groups created by random assignment. Cooperation rates are slightly (1 percentage point), but not significantly ($p > .22$, using a one tailed test),[63] higher for the *Vanguard* group; consequently, no inference can be made that the information sheet had any positive effect on cooperation.

A significant difference ($z = 2.77$, $p < .005$) does exist, however, when rate of cooperation among sample members who reported receiving the *Vanguard* (97.2 percent) is compared to that of the combined group of those not in the *Vanguard* group plus those who did not report receiving the *Vanguard* (93.2 percent). (Cooperation rate also increases further among those who reported reading the information sheet and among those who reported finding it informative.) The inference from this finding is clouded, however, since causality cannot be inferred. While it is possible that receipt of the information sheet improves the likelihood of cooperation, it is also possible that those with higher propensity to cooperate are more likely to open and look through the BPS:90/94 prenotification packet.

Cooperation rate was also examined in relation to self report of receiving the prenotification packet, regardless of whether the *Vanguard* was included, to consider the possibility that simply receiving a prenotification (pre-interview) mailing was, by itself, sufficient to motivate sample members to cooperate. Cooperation rates among sample members who reported receiving any pre-interview mailing are shown in **Table IV.14**. Cooperation rates among those who reported receiving the pre-interview mailing were significantly higher than among those who did not, for the overall group ($p < .005$), for the *Vanguard* group ($p < .01$), and for the no *Vanguard* group ($p < .05$). Again, for the same reasons specified above for the self report of *Vanguard* receipt, directional causality cannot be safely assumed.

Although the results of the information sheet analysis do not support continued use of the *Vanguard*, they do suggest that any preinterview mailing, as long as its receipt is recalled by the sample member, may be sufficient to improve the rate of interview participation. The prenotification mailings will, therefore, be continued, without the *Vanguard* information sheet. In addition to the possible positive impact on cooperation rates, the prenotification mailings serve a number of other purposes warranting their continued use, such as updating contact information, and disseminating required informed consent and confidentiality statements.

c. Refusal Conversion

Efforts to gain cooperation from sample members during the field test included an extensive refusal conversion activity. Once a case initially refused to participate (or if the case was a BPS:90/92 final refusal), that case was placed in a special queue, to which only a refusal conversion team of experienced interviewers could gain access. If members of this

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[62] This was the requirement for complete interview for those determined ineligible.

[63] One-tailed tests were used throughout these analyses since directionality of difference was predicted.

Table IV.14 -- Cooperation Rates Among Located Sample Members by Reported Receipt of the BPS:90/94 Pre-Interview Mailing

	Reported Receiving Mailing		No Reported Mailing Receipt [a]	
	Number	Percent Cooperating	Number	Percent Cooperating
Total[b]	576	96.0	712	92.0
Vanguard group[c]	302	96.0	342	92.7
No *Vanguard* group[d]	274	96.0	370	91.4

NOTE: Statistics are based on the 1,288 sample members who were contacted in CATI; cooperation is defined as completing a full or partial interview or determined ineligible during the interview.

[a] Includes individuals who refused prior to reaching the question.

[b] The difference of 4 percentage points is statistically significant ($z = 3.07$; $p < .005$, one-tailed).

[c] The difference of 3.3 percentage points is statistically significant ($z=1.83$; $p < .05$, one-tailed).

[d] The difference of 4.6 percentage points is statistically significant ($z=2.45$; $p < .01$, one tailed).

team also obtained refusals, the case was assigned to a subset of these interviewers who had previously demonstrated superlative effectiveness in refusal conversion. **Table IV.15** presents results of the conversion effort among the 240 sample members who initially (and in some cases subsequently) refused to participate. The effort was quite successful; cooperation (defined as full or partial interview from eligibles or ineligibility determination) was ultimately obtained from nearly three-fourths of the initial refusals.

As indicated in **Table IV.15**, conversion efforts were somewhat more successful with those who had responded to the first follow-up. While none of the pairwise, within-column differences of percentages shown are statistically significant (typically, $p < .15$), results are

Table IV.15 -- Conversion Results for Those Initially Refusing BPS:90/94 Field Test Participation, by First Follow-Up Response Status

		Final BPS:90/94 Response Status					
		Interviewed [a]		Final Refusal [b]		Other Nonrespondent [c]	
BPS:90/92 Response Status	Group Total	Count	Percent	Count	Percent	Count	Percent
Total	240	177	73.8	54	22.5	9	3.6
Respondent[d]	119	93	78.2	23	19.3	3	2.5
Final Refusal	64	45	70.3	18	25.0	1	1.6
Other NonRespondent [c]	57	39	68.4	13	22.8	5	8.8

NOTE: All statistics based on the 240 contacted cases who initially refused (at least one time) to participate in the BPS:90/94 field test interview; all percentages are based on row totals.

[a] Includes identified non-FTBs as well as partial and complete interviews.

[b] Includes 2 hostile refusals; one among prior respondents and one among prior other nonrespondents.

[c] Includes principally those who could not be recontacted for interview after first contact (including preliminary refusals).

[d] Includes only partial and complete interviews.

directionally suggestive. Of particular interest is the fact that BPS:90/92 nonrespondents who had not explicitly refused (but were assumed to include implicit refusals) remained as "other" nonrespondents at over three times the rate of the other two BPS:90/92 final status categories.

In the field test, all final refusals from BPS:90/92 were placed initially in the refusal queue, assuming that they might be more prone to refuse again in the current study. Interviewer feedback and supporting data suggest that while the prevalence of initial refusals is significant, final yields do not differ markedly from other BPS:90/92 nonrespondents. Consequently, for the full-scale study, first follow-up refusals will not be differentiated from other first follow-up nonrespondents; both will be placed in a special prior nonrespondent queue, however, so that they will be handled only by the most experienced interviewers.

d. Answering Machines

A factor affecting both contact and interview rates as well as the number of calls placed to sample members was the frequency with which answering machines were reached. Answering machines are becoming more and more commonplace, and it is suspected that a nontrivial percentage of those using answering machines use them to screen calls when they are at home. Approximately one-third of all results associated with initiated calls resulted in contact with an answering machine. For the first half of the data collection period, interviewers were instructed *not* to leave messages on answering machines. During the latter stages of data collection, they were instructed to leave a single message and schedule a callback appointment for three days later, thus giving the sample member a window in which to respond to the message. Identifiable call-in cases were, in fact, more prevalent (about 3 to 1) during the latter half of data collection; however, it is not possible with available data to attribute this increase to messages left on answering machines.[64]

It is expected that the increasing prevalence of answering machines will present an increasing obstacle in attempts to gain cooperation from sample members. Additional innovative "answering machine conversion" approaches will be needed, and in the full-scale study attempts will be made to collect additional operational data to better address the answering machine problem.

4. Quality Circles and Interviewer Debriefing

Regularly scheduled *quality circle* meetings with interviewers and supervisors were planned components of the field test operations and evaluation. Project technical staff and interviewers/supervisors met to discuss operational issues including: production obstacles; wording and structure of interview items; special screens (such as employment/enrollment history and on-line coding applications); quality control monitoring; CATI locating activities; gaining cooperation; accessing cases to work; and the overall interviewing environment.

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[64] In addition to the fact that the call-in indicator could be overwritten through subsequent case access (which would be more likely in earlier stages of the study), other requests to sample members to call in (e.g., from field trace staff) were operative in the latter half of the data collection period.

These meetings were enthusiastically received by interviewers and supervisors alike. The frequency of the meetings (once every two weeks) allowed for implementation of suggested improvements to the instrument and procedures on an ongoing basis in order to test systems adequately prior to the full-scale data collection period. A final meeting, following completion of data collection, served as a final debriefing and a forum for additional recommendations for full-scale implementation.

In addition to recommended wording revisions to clarify confusions and improve the presentation of the interview, other interviewer recommendations that are being considered for the full-scale study are:

- providing more historical and tracing source information in the CATI tracing module to facilitate CATI locating;
- moving, to earlier in the interview, questions confirming contacted person's identity, to eliminate time spent on those subsequently identified as the wrong person;
- including subject's name and phone number as a header on all screens, to facilitate personalization of the interview;
- displaying reference dates as headers or fills where appropriate (e.g., date last enrolled at given school when additional terms are collected); and
- improving the nature and consistency of special screens,[65] to improve performance.

Regarding the latter recommendation, interviewers expressed considerable frustration with the field of study and industry/occupation on-line coding applications (see Section V.D. for discussion of coding), and with differential requirements of some CASES "multiple response" screens. An improvement planned for the full-scale survey is to ensure, to the extent possible, that the various CASES multiple response screens are consistent with each other in both presentation and data entry requirements. Also, to the extent possible, CASES-external callable screens will be similarly standardized.

Based on the field test success, weekly quality circle meetings will be implemented in full-scale operations so that areas of concern may be addressed in a timely fashion in improving the overall quality of interviewing. To increase frequency of meetings, while controlling costs and ensuring adequate staffing of the interviewing unit at all times, interviewers will be scheduled to attend these meetings on a rotating basis. Those attending a given meeting would act as liaisons for non-attenders. All interviewers would be given the chance to attend a meeting at least once every four weeks, perhaps more frequently if needed.

5. Effort Expended in CATI Locating and Interviewing

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[65] *Special screens* include routines external to CASES which are necessary to collect data in a fashion not possible in CASES, such as on-line coding applications and recording of enrollment history. They also include multi-question items collected in a single CASES screen. Examples include "code all that apply" screens and frequency of participation in school activities.

The major variable expenses for CATI locating and interviewing involve interviewer time and toll charges, which are considered here. Shifts were staffed to jointly optimize contact likelihood and toll charges; however other influencing factors (e.g., answering machines and other gatekeepers) have been discussed elsewhere in this report. Details of interview administration time are provided in Section IV.C.6.

a. Interviewer Hours

A total of 3,723 interviewer hours (exclusive of training, supervision, monitoring, administration, and quality circle meetings) were expended to obtain interviews from field test sample members. This represents:

- 3.08 hours per interview (full or partial, eligible or ineligible);
- 3.20 hours per eligible full or partial interview; and
- 3.58 hours per eligible full interview.

The latter two estimates are obviously inflated by the time required to locate and interview those subsequently determined to be ineligible. Had ineligibles not been included in the sample, estimates per eligible interview would have been closer to the first estimate.

Since the time to actually administer the interview was approximately 40 minutes, it can be seen that the large majority of interviewer time was spent in other activities. A small percentage of this other time was required to bring up a case, review its history, and close the case (with appropriate reschedule, comment, and disposition entry) when completed. The bulk of the other time, however, was devoted to contacting (or attempting to contact) the sample members. Consequently, any attempts at marked improvement in interviewer efficiency must address greater efficiency in CATI locating (reflecting the considerable attention paid throughout this report on methods to improve locating efficiency).

b. Number of Calls Made

As indicated previously, a large effort was devoted to locating, contacting, and recontacting sample members. **Table IV.16** shows the number of calls made, in total and as a function of prior response status, for: all field test sample members; those contacted; and those interviewed. (Additional detailed call analyses are provided in Appendix C.) In all call analyses, the number of calls is inflated somewhat since all entries into a given case have been counted, including supervisory review which may or may not have resulted in an actual call being placed. Call-ins to CATI on the toll-free number are included in the analyses.

The average number of calls made to all sample members (exclusive of those never worked in CATI)[66] was just over 20. One notable feature of **Table IV.16** is that the average number of calls *decreases* monotonically from the full sample to that portion of the sample which was contacted to that portion of the sample that was interviewed. This holds for the total group as well as for both respondents and nonrespondents to the previous follow-up. This pattern of results presents an additional indication that the heaviest calling burden is in

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[66] Twenty-two cases were never worked in CATI because they were unlocatable in pre-CATI locating.

Table IV.16 -- Numbers of Calls Made to Field Test CATI Sample Members and Specified Subgroups, by BPS:90/92 Response Status

BPS:90/92 Response Status	Full CATI Sample[a]			Contacted Cases			Interviewed Cases[b]		
	Count	Mean	SD[c]	Count	Mean	SD[c]	Count	Mean	SD[c]
Total	1,424	20.06	22.32	1,288	19.45	22.07	1,208	17.53	19.83
Prior Respondent	916	18.83	22.09	854	18.41	21.84	821	17.01	20.08
Prior Nonrespondent	508	22.27	22.57	434	21.51	22.38	387	18.65	19.26

NOTE: The number of calls is inflated slightly since the variable used is number of times the case was accessed, which includes supervisory review with no call made; it should be noted that the sample defined for this table differs slightly from that defined in Table IV.12.

[a] Excludes 22 sample members not located in pre-CATI trace and not activated in CATI.

[b] Includes identified non-FTBs, partial interviews, and complete interviews.

[c] Standard deviation.

contacting the sample members (both before and after initial contact).

While not presented in the table (but derivable therefrom), the mean number of calls to non-contacted cases was 25.84 and average calls to contacted but not interviewed cases was 48.44. The very large number of calls made to sample members who were contacted but not interviewed reflects a common calling pattern assumed to represent a form of implicit refusal. Specifically, the pattern involved one or more call sequences in which the sample member would schedule a future date for interviewing but then be unavailable for the scheduled call-back and a number of subsequent calls (including calls resulting in contact with answering machines or others who appeared to act as gatekeepers). Average number of calls to those not contacted is smaller than was expected. This is attributable to the abbreviated data collection period and the fact that most of these cases were in CATI-external tracing during a substantial portion of that period.

Table IV.16 also shows that more calls were required for nonrespondents to the first follow-up than for first follow-up respondents, regardless of the group considered. These differences are significant for the full CATI sample (t = 2.79, p < .01) and for those contacted (t = 2.39, p < .02), but not for those interviewed (t = 1.34). These results are consistent with other differences reported between these two groups.

6. Timing of Interview

Time to administer the BPS:90/94 field test interview, both overall and by first follow-up response status, is shown in **Table IV.17**.. (Additional timing results, including breakdowns by NPSAS:90 institution level and control are provided in Appendix C.) The principal utility of this and other timing analyses is providing empirical data to estimate time to administer the full-scale instrument, and to identify where efficiencies might be gained with instrument modification.

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Section timing could only be computed for those completing the section in one interview session.[67] Total interview timing was determined in two ways: (a) directly for those completing the entire interview in one session; and (b) summing the section administration time means. These methods yielded comparable results, an average administration time of slightly more than 39 minutes. This was almost 20 minutes less than for the BPS:90/92 field test and about 3 minutes less than for the BPS:90/92 full-scale study. The timing target for the second follow-up full-scale instrument is 35 minutes or less.

BPS:90/92 nonrespondents took about 3 minutes longer to complete the interview than BPS:90/92 respondents. This difference had been expected to be larger, since nonrespondents to the previous interview had to provide information in many portions of the interview which prior respondents had provided in BPS:90/92. Two factors explain the smaller than expected difference: (a) retrospective data collection was also required for BPS:90/92 partial respondents who had not previously provided the information; and (b) prior non respondents were represented disproportionately from the less than 4-year schools (thus they typically had only two years worth of schooling to report while the prior respondents from 4-year schools also had additional schooling since the first follow-up to report).

Table IV.17 -- Average Elapsed Minutes to Complete Field Test Interview, by Section and by BPS:90/92 Response Status

Section	Total		Prior Respondent		Prior Non-Respondent	
	Number of Cases	Average Time	Number of Cases	Average Time	Number of Cases	Average Time
Total [a]	341	39.33	257	38.60	84	41.55
Total [b]	NA	39.16	NA	38.18	NA	41.81
A	470	2.30	335	2.13	135	2.71
B	955	9.45	696	9.46	259	9.43
C	989	11.06	725	10.47	264	12.69
D	1,027	1.16	750	1.22	277	1.01
E	1,025	2.06	746	2.07	279	2.04
F	1,034	3.62	753	3.43	281	4.13
G	1,027	3.29	749	3.15	278	3.69
H	1,031	0.79	750	0.84	281	0.65
I	1,034	0.96	753	0.99	281	0.86
J	1,032	4.47	752	4.42	280	4.60

NOTE: Section estimates could only be computed for those who completed the section during one session.

[a] Estimates are based on those who completed the interview in one session.

[b] Estimated as the sum of the section completion averages; as such, numbers of cases are not applicable.

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[67] Although sufficient time stamps were available for timing analyses, completing a particular section in more than one interview session yielded timing data from different dates and times; procedures are being instituted to rectify this deficiency for the full-scale study so that all timing statistics can be computed for all respondents.

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The second of these factors is reflected in the section level averages. Section A (which included eligibility determination and base year data verifications for prior nonrespondents) took more than half a minute longer for prior nonrespondents; Section C (involving job information since last interviewed) took over 2 minutes longer; Section F (involving verification of base year financial aid information for prior nonrespondents) took over half a minute longer; and section G (involving personal and family finances since last interviewed) took over a half minute longer. These sections alone more than account for the overall difference. On the other hand, Section B (involving considerable detail on education since last interviewed) was administered in about the same amount of time to both groups, and no marked differences existed for other sections between the two groups.

As suggested previously, administration time was also related to the level of offering of the NPSAS:90 institution from which the subject was sampled. Interviews averaged seven minutes longer for those sampled from institutions offering at least a 4-year program than those from two-to-three year schools. Those from less than two year schools averaged 3.5 minutes less than those from 2-to-3 year schools. The major contributions to these differences are from the education-related sections: Section B (education experiences); Section F (education financing); and Section H (graduate school plans/actions).

To estimate administration time for the full-scale study from the field test results, it is necessary to adjust for factors: (a) on which the field test and full-scale sample are differentially distributed and (b) that have been shown to be related to timing and/or response rate. The estimates, the factors, and the adjustment procedure are shown in **Table IV.18**. The factors included in the adjustment were: (a) level and control of NPSAS:90 institution and (b) first follow-up response status.[68] Field test response rates and interview administration time are reported separately for each of these groups; and a weighted average is obtained based on full-scale sample distributions on the adjustment variables. Despite the timing and prior response differences on the adjustment factors and the differential field test/full-scale distributions, the estimated administration time for the full-scale study, 38.9 minutes, differed very little from that experienced in the field test since the contributions from the two differential distributions tended to offset one another.

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[68] The full-scale sample contains a higher percentage of prior respondents than the field test sample (82 percent compared to 63 percent), and the percentage of BPS:90/94 full-scale sample members from four-year NPSAS:90 institutions is higher than for the field test group.

Table IV.18 -- Estimation of Average Time for Full-scale Sample to Complete Field Test Interview

Level	Control	Estimated Minutes for Full-scale [a] *[A]*	Full-scale Percentage Distribution *[B]*	Field test Minutes to Complete by Group		Full-Scale Response Category Percent by Group		Field test Response Rate by Group	
				R *[C]*	NR *[D]*	R *[E]*	NR *[F]*	R *[G]*	NR *[H]*
Total		38.90	100.0	NA	NA	NA	NA	NA	NA
Less Than 2 Year	**Public**	33.68	3.1	32.47	39.50	75.6	24.4	83.3	53.9
	Independent	30.85	1.0	28.07	39.83	67.5	32.5	77.8	50.0
	Proprietary	31.65	13.0	29.53	39.05	68.5	31.5	84.5	52.7
2-3 Year	**Public**	36.15	12.6	35.91	37.66	81.1	18.9	89.1	60.4
	Independent	34.92	5.0	35.09	32.34	85.5	14.5	92.9	35.3
	Proprietary	34.06	7.2	32.89	39.02	74.5	25.5	97.7	67.4
4+ Year [b]	**Public**	40.93	24.8	41.02	40.14	88.7	11.3	90.2	76.9
	Independent	43.76	33.2	42.86	50.20	85.9	14.1	90.7	76.9

Note: Estimation is based on field test results of timing and response propensity within both NPSAS:90 school type and response status during first follow-up (R = prior respondent, NR = prior nonrespondent), as applied to percentage distributions of the full-scale sample on these variables.

[a] Within a specific school type (row), i, full-scale minutes to complete is estimated as a weighted average of the field test minutes for the two prior response types, weighing by both the known full-scale distribution of prior response types and the estimated (from field test) new response propensity within the prior response. The weighted average can be expressed in terms of the table column labels, as follows:

$$[A]_i = \frac{[C]_i*[E]_i*[G]_i + [D]_i*[F]_i*[H]_i}{[E]_i*[G]_i + [F]_i*[H]_i}$$

Total full-scale minutes to complete, $[A]_+$, is estimated by weighing the school-type-specific estimates, $[A]_i$, by the full-scale relative frequency of that type, $[B]_i$, and summing over all eight school types, i.e.,

$$[A]_+ = \sum_{i=1}^{8} [A]_i*[B]_i \ .$$

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

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Table IV.19 shows estimated full-scale section administration time (computed in a completely analogous manner as total time). Recommended reductions in these times for the full-scale study (provided below) are based, in part, on these section timing estimates as well as additional timing results provided in Appendix C. Suggested time reductions also consider: recommendations of the BPS Technical Review Panel (TRP); reliability analyses (discussed in Section V.B); and thorough review of the field test instrument components. A number of minor changes to the instrument, specified below, as well as modifications to the software to achieve efficiencies (discussed at the end of this subsection) should reduce the respondent burden and at the same time provide a clearer, more efficient instrument.

An estimated 0.3 minutes can be saved in Section A (introduction and eligibility determination) by eliminating now inapplicable *Vanguard* questions, and reducing wording. Approximately 1.1 minutes can be removed from Section B (education experiences) by (a) restricting the licensing exam question (B26A) to only actually taking an exam (i.e., excluding those planning to take such exams) and (b) changing response alternatives from a four point to a two point scale (satisfied or dissatisfied) for questions about satisfaction with various school features (B3bD and B3cA), as recommended by the TRP.

Table IV.19 -- Estimated Full-Scale Section Completion Times Using Field Test Instrument

Section	Minutes	Percent of Total
Total	38.90	100.0
A	2.21	5.7
B	9.51	24.4
C	10.85	27.9
D	1.19	3.1
E	2.05	5.3
F	3.59	9.2
G	3.22	8.3
H	0.85	2.2
I	0.99	2.5
J	4.44	11.4

NOTE: Section estimates are based on field test timing results and response propensity within both NPSAS:90 school type and BPS:90/92 response status categories, adjusted by percentage distributions on these variables in the full-scale sample. Method is further explained in footnotes to Table IV.18.

An additional 0.8 minutes in savings could be realized in Section C (employment experiences) by: (a) substituting a two point scale for satisfaction with aspects of most recent primary job (C68A); (b) eliminating infrequently mentioned options in certain "code all that apply" questions; and (c) eliminating the unreliable question about importance of life-style factors in determining lifelong work plans (C94A). In combination, Sections E (family and demographics), F (education financing), and G (financial information) could yield a total of 0.4 minutes through: (a) wording changes and (b) logic changes (F and G only) requiring only one refusal in sequences of financial questions.

Only the screener portion of Section D (other education and training) was administered to the full sample; the remainder of the section was not administered to more than three-fourths of the respondents (who had no such training). Wording reduction for the screener question and refinements to wording in the remaining questions are expected to yield 0.1 minutes from this section. Sections I (public service) and J (locator information) offer little room for time reduction other than minor wording refinements, estimated at 0.1 minutes for these two sections combined.

Timesavings in Section H (graduate school plans) are limited by the fact that many respondents skip this section entirely. Considerable improvements or elimination of questions are possible, including: (a) collecting scores on graduate school exams only on the Graduate Record Examination (GRE);[69] (b) collecting the GRE general exam component scores separately (to avoid confusion) and possibly providing a category for GRE subject matter tests; (c) eliminating questions (based on TRP recommendations and other considerations) that deal with the reasons for not applying to graduate school (H05), the reasons for applying to graduate school (H06), and the reasons for attending the current (most recent) graduate school (H09A). Because of the limited percentage of respondents to whom these changes would be applicable, net savings are estimated at only 0.1 minute.

Recommendations indicated above, if implemented, are estimated to reduce the administration time of the full-scale interview to 36.2 minutes. It is anticipated that an additional two minute reduction can be achieved through adjustments to the system. Certain files commonly accessed during the interview will be stored in the Random Access Memory (RAM) portion of each interviewer's computer to eliminate swapping and I/O time. On-line coding of fields of study, industry, and occupation took more than three minutes on average for the field test interview (see Appendix C for timing results): however, improvements to the coding dictionaries (as a result of the field test) are expected to reduce this time. Other efficiency gain potential exists with some of the special screens.

7. Summary of Recommended Changes

Refinement of the CATI instrument and associated procedures in preparation for the full-scale study as based on this evaluation should result in an improved CATI operation requiring less burden for respondents and facilitating interviewer operations. Some of the suggested changes discussed in Section IV.C are summarized below.

- Expediting transfer of post-CATI tracing cases in and out of CATI.
- Special queues and interviewers for any CATI-external trace cases.
- Special queues and interviewers for BPS:90/92 nonrespondents.
- More extensive editing of preload data.
- A minimal questionnaire option for hard-core refusals.

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[69] This was the only graduate/professional exam taken by BPS field test respondents with sufficient frequency to justify collecting score received.

- Making special screens more consistent and operationally more efficient.
- Refinements, simplifications, and deletions of specified interview items.

V. EVALUATION OF DATA QUALITY

A. Reliability of Prior Data

A small set of items in the BPS:90/94 field test instrument required verification and/or update of responses from either the BPS:90/92 first follow-up interview or the NPSAS:90 interview. These items included high school graduation status, names of preload schools attended, and preloaded jobs.[70] **Table V.1** shows the percent agreement for each of these data elements during the verification. The items on high school status were asked in interview Section A if not verified previously (principally of BPS:90/92 nonrespondents). Agreement for both data elements approached 100 percent. For these two items, results are comparable to those reported for BPS:90/92, even though two additional years had passed.

Table V.1 -- Reliability of NPSAS:90 and BPS:90/92 Data

Data Element	Number Applicable	Percent Agreement
High School Diploma Type	388	99.5
High School Graduation Year	386	98.7
Preloaded Other Schools	291	97.3
Preloaded Jobs	503	98.2

NOTE: Statistics are based on the specified number of cases for whom the data element was verified/updated.

In prior data collection efforts, sample members had indicated attendance at up to four schools (in addition to the NPSAS:90 school). Information about these schools was preloaded for each case. In Section B of the instrument, the respondent was asked to confirm attendance at these "other" schools (if any); more than 97 percent confirmed the preload information. Job information from the BPS:90/92 interview was also preloaded for up to two jobs held during 1991.[71] More than 98 percent of those previously reporting such jobs confirmed holding the preloaded jobs.

B. Reliability Reinterviews

As in previous BPS data collections, the BPS:90/94 field test study included a reinterview study, described in Section IV.C, to evaluate temporal consistency of BPS interview responses. Each new reliability reinterview is designed to build on previous

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[70] Demographic information (e.g., gender, race, and ethnicity) had been verified/updated in BPS:90/92, but due to the demonstrated high reliability of these items, they were not verified in BPS:90/94; rather such items were only asked if missing for both prior surveys.

[71] The purpose of this was to verify information from the first follow-up interview and to update end dates for jobs which were currently held at the time of the BPS:90/92 interview.

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analyses by targeting revised or new items, and items not previously evaluated. This analysis, as in previous reinterviews, was designed to focus on two general sets of items: (1) new items not used in BPS:90/92 (including marital history, education and employment aspirations, and graduate school experiences); (2) previously used items that had not been evaluated through reinterview. Reinterview analyses generally focused on data items that were expected to be stable for the relatively short time period between the initial interview and the reinterview. Reinterview respondents were contacted four to eight weeks after completing the initial interview.

Reinterview respondents were asked a subset of questions covering educational experiences, work experiences, family history, education finances, personal finances, and graduate school experiences. Analyses were based on the 95 respondents who completed reinterviews (or applicable subsets thereof). Effective sample sizes are presented for all results because analyses were restricted to cases with determinate responses to the applicable items on both interviews. Reliability analyses were implemented only for the appropriate subset of respondents and responses; for example, analyses of school-specific or job-specific responses were implemented only after checking to ensure respondents were reporting on the same school or the same job across the two interviews. Percent agreement and appropriate correlational statistics were used to estimate response stability.

Percentages of agreeing responses were calculated in either of two ways: (1) for nominal and ordinal variables, agreement proportions were computed based on the number of responses that were *exactly the same* in both interviews; (2) for continuous variables, agreement proportions were computed based on the number of paired responses *within one standard deviation unit* of each other.[72] Three relational statistics were used (where appropriate) as measures of temporal consistency: (1) Cramer's statistic for items with discrete, unordered response categories;[73] (2) Kendall's Tau coefficient for items with discrete, ordered response categories;[74] and (3) Pearson's product moment correlation coefficient for variables with continuous response categories.

1. Education Experiences: Primary School Information

Reliability indices for primary school identification and satisfaction with specified features of school climate at the primary school are presented in **Table V.2**. Temporal consistency was high for the items on primary school identification, supporting the use of the "primary school" strategy in collecting general information about education experiences. Percentages of agreement for satisfaction with school climate features range from 52 to 70

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[72] The percentage agreement approach for continuous variables can result in relatively high percent agreement and relatively low test-retest correlation when variance in main interview and reinterview responses is high relative to their covariance.

[73] Cramer's statistic is a simple function of a chi-square statistic, normalized to vary between 0.0 and 1.0; for items with only two categorical outcomes, Cramer's statistic is equal to the Phi coefficient for 2x2 tables.

[74] Kendall's Tau coefficient is a measure of consistency of ranks or other data with only ordinal properties (in simplest form reflecting the difference between the proportions of consistent responses and those of reversed responses). A Tau value near 0.0 indicates that consistent and reversed positions are equally likely, reflecting little predictability across the two interviews; a Tau of 1 represents perfect consistency.

Table V.2 -- Reliability Indices for Education Experiences: Primary School Information

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic [a]
Primary School Identification			
1991-92 academic year	45	97.8	.64 [b]
1992-93 academic year	33	97.0	.72 [b]
Satisfaction: 1991-92 Primary School			
Teacher ability	44	68.2	.55
Social life	43	69.8	.64
Intellectual growth	43	67.4	.41
Financial cost	43	53.5	.53
School prestige	44	52.3	.43

[a] Unless indicated otherwise, the relational statistic used is Kendall's Tau.
[b] The relational statistic here is Cramer's V Statistic.

percent and values of Kendall's Tau range from .43 to .64. The correlational measures are comparable in magnitude to results for satisfaction with school services that were reported for the first follow-up (these measures in BPS:90/92 ranged from .36 to .72).

Based on the consistently low measures of temporal consistency and on suggestions from the BPS Technical Review Panel (TRP), two general revisions for items on rated satisfaction are suggested. Question wordings will be revised to emphasize and anchor the question time frame. This revision should enhance response consistency and response accuracy by reminding respondents that the item asks about attitudes across a well-defined time period. Additionally, the number of response categories could be reduced from four ratings of satisfaction to two: satisfied and dissatisfied. Research indicates that reducing the number of response categories can increase rating response accuracy when respondents have difficulty distinguishing between graded response options.[75]

2. Education Experiences: Grades, Tests, and Expectations

Table V.3 shows estimates of temporal consistency for items about undergraduate grades, expected level of overall education completion, and whether any graduate admissions tests were taken. The results indicate generally high levels of temporal consistency. This is particularly noteworthy for the item on education expectations, which is, "Considering all practical constraints, what is the highest level of education you ever expect to complete?" Tying the item to practical expectations seems to provide more response stability than was possible in "aspiration" versions of this question. While it seems likely that different respondents will consider different sets of "practical constraints," individual respondents seem to interpret the item consistently across short term repeat interviews.

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[75] Sainsbury, S. Measuring Disability. *Occasional Papers on Social Administration*, **54**. London: Bell, 1973.

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Table V.3 -- Reliability Indices for Education Experiences: Grades, Expectations, and Graduate School Admission Tests

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Undergraduate grades	64	70.3	.80[a]
Expected level of completion	85	71.8	.87[a]
Any Graduate Admissions Tests	41	92.7	.80[b]

[a] Kendall's Tau statistic
[b] Cramer's V Statistic

3. Work Experiences: General Job Information

Table V.4 presents reliability reinterview results for work-related information. Reports of any job since February 1991, number of jobs since February 1991, and first and most recent job start dates had high levels of response consistency. Furthermore, for these variables, the levels of consistency in **Table V.4** are at least as high as, and in some cases higher than, the levels of temporal consistency observed in earlier reinterview studies.

Some of the reliability indices in **Table V.4** raise concerns. In particular, the 5-category item about primary role of the sample members while attending school (asked of those respondents who worked during or before their last education spell) has a low

Table V.4 -- Reliability Indices for Work Experiences: Job Information

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic [a]
Any Job Reported Since Feb., 1991	14	92.8	.78
Number of Jobs Since Feb., 1991 [b]	95	89.5	.66
Primary Role (Multicategory)	41	61.0	.38 [b]
Primary Role (Dichotomous)	41	87.8	.41
Work Plans in 5 Years	92	95.6	.49
First Job			
Start Date	87	91.9	.87 [c]
Part or Full-Time	87	83.9	.68
Most Recent Job			
Start Date	49	95.9	.95 [c]
Part or Full-Time	49	80.0	.51

[a] Unless indicated otherwise, the relational statistic used is Cramer's V statistic.
[b] Not significantly different from zero (p > .01).
[c] Pearson Product Moment Correlation Coefficient.

percentage agreement and a value of Cramer's statistic that is not significantly different from zero. To examine whether these low values could be attributed to the relatively fine distinctions within the "primarily student" and "primarily employee" response categories, a second set of consistency measures was computed for a variable collapsing responses into a dichotomous student or employee variable. Marked improvement was realized in percentage agreement for the recoded dichotomous variable; however, the value of Cramer's statistic increased only slightly (but to significant levels due to reduced degrees of freedom).

Potentially fine distinctions among the full set of five response options appear to be a major factor in reducing exact agreement across repeated interviews but are not solely responsible for the low categorical relationship measure, which appears to be partly a distributional artifact coupled with a differentially high instability of the "employee" classification.[76] Based on these results and discussions with members of the TRP, response options could focus on distinguishing respondents who are "primarily students" from respondents who are "primarily employees." Overall agreement should increase as a result of revised response options. Improvement should also be achieved by refining question wording to more clearly define the relevant time period.

The percent agreement and relational measure are also somewhat disparate for the item concerning whether respondent planned to work in five years; over 95 percent of the reinterview respondents gave the same responses in the main interview (the bulk of these indicating they planned to be working full-time); however, the Cramer's statistic is relatively low for this item. The contribution to unreliability is primarily from the small number of respondents who indicated that they do not plan to be working or that they plan to work only part-time.

Respondents were more likely to report that they did not expect to be working in five years during the reinterview than during the main interview; and among the few cases giving inconsistent responses, most reported "part-time" working goals during the main interview and shifted to the "full-time" response during the reinterview. (The unreliability of full- and part-time work distinction is also reflected in similar items about first and most recent job, as shown in **Table V.4**.) This finding also supports a basic unreliability among dual purpose items (i.e., asking in one item both whether one plans to be working in five years and, if so, whether full- or part-time), which research suggests are difficult for respondents to interpret and answer correctly. Because of the high percent agreement and the additional interview time that would be required if this item were transformed into two single-purpose items, no change in the item is recommended.

4. Work Experiences: Principal Job Information

Table V.5 provides results for respondent-identified principal job in 1992. Consistent with first follow-up results, the data element for type of company yielded a high percentage

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[76] All categorical relationship measures are sensitive to perturbations in the joint distribution of the two variables. In this case, much higher percentages of respondents considered themselves students than employees and, over interviews, respondents were more likely to switch from "employees" during the first interview to "students" during the reinterview than to switch from "student" to "employee".

Table V.5 -- Reliability Indices for Work Experiences: Principal Job Information

Data Element Considered	Number of Cases	Percent Agreement	Cramer's V Statistic
Type of Company	78	91.0	.63
Relation to Major Field	50	86.0	.87
Apply Education	50	80.0	.59
Differ from Education	50	74.0	.53
Used Tools Previously Trained to Use	50	66.0	.11 [a]
Education Needed to Get Job	50	94.0	.88
Additional Training Needed to Advance	50	68.0	.12 [a]

[a] Not significantly different from zero (p > .01).

of agreeing responses, and a relatively high value for Cramer's statistic. For the remaining items in the table, none of which had been previously evaluated, percent agreement values are moderately high but the Cramer's statistic values ranged from high to very low. For two data elements (whether respondents used tools, equipment or skills they were trained for and whether additional education or training was required for advancement), the measured reliability raises considerable concern (less than .15 and not differing significantly from zero).

Confusing or vague question wording may be responsible for inconsistencies on these items. The "used tools" item asks respondents whether they agree with the statement "I did *not* use tools/equipment/skills I was trained to use." The question was worded negatively to avoid sample members' establishing a response set; however, subjects have difficulty interpreting negative question wordings in some situations.[77] Reworking the question for the full-scale study is clearly indicated, and the revised question should be re-evaluated.

The item on "training for advancement" asks, "Was additional education or training required for advancement in your 1992 job with .... ?" The question goal may be unclear, particularly to respondents who have been working for a while (e.g., whether or not past training/advancement or "on the job training" should be considered in selecting a response). Wording that more clearly defines the types of training respondents should consider and the types of advancements relevant to answering the item will be drafted for the full-scale instrument, and the revised item will be re-evaluated.

5. Work Experiences: Job Search Activities

Information about respondents' job search activities was collected through an "open ended" question (e.g., interviewers read a general question on what types of activities individuals pursued in seeking their 1992 primary job but did not read the set of response

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[77] Sudman, S. & N. M. Bradburn. *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco: Jossey-Bass, 1988.

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options except as needed to prompt the respondents). Interviewers then categorized the "free form" responses and verified the categorization with the respondent. If the respondent did not mention a specific activity (or something that the interviewer classified as that activity), then a "not pursued" response was *assumed*; "not pursued" was the modal response for all activities in both the main and reliability interview. Here, different responses over time can reflect differential (situational) recall and interviewer interpretation as well as changes in question interpretation and response selection strategies on the part of the respondent. Agreement and reliability indices are presented in **Table V.6**.

Table V.6 -- Reliability Indices for Work Experiences: Job Search Activities

Data Element Considered	Number of Cases	Percent Agreement	Cramer's V Statistic
Resumes	50	74.0	.38
Campus Job Placement	50	98.0	.81
Placed Want Ads	50	100.0	-- [a]
Family or Friends	50	94.0	.81
Interviewed About Opportunities	50	72.0	.04 [b]
Professors	50	100.0	-- [a]
Recruiting Fairs	50	100.0	-- [a]
Volunteer Work	50	100.0	-- [a]
Job Boards -- Employment Offices	50	100.0	-- [a]
Agency or Professional Recruiter	50	98.0	-- [a]
Read Want Ads	50	82.0	.49
Professional Meetings or Journals	50	100.0	-- [a]

[a] Cramer's statistic undefined due to empty cells.
[b] Not significantly different from zero ($p > .01$).

Complete agreement of responses in the two interviews was achieved for six of the activities; in all of these instances this represented a "not pursued" assumption for all respondents in both administrations (the resulting lack of response variation precluded computation of a relational statistic). Two activities yielded "all but one case" agreement. For "agency/professional recruiter" all responses were assumed "not pursued" in one administration but one respondent mentioned the activity in the other administration (again Cramer's statistic was undefined). On both administrations, a few respondents mentioned that they used a campus-based job placement service; however, one of these failed to mention it on one of the administrations; because of the relatively small overall number of individuals mentioning the activity, this one disagreement reduced Cramer's statistic to .81.

The joint frequency distributions for these items reflect high response variances within respondents and in some instances between respondents. Such increases might have been expected under the free form response format used here. If these items are maintained in the full-scale instrument, special training of interviewers is needed to evoke appropriate recall and to code responses consistently. Some options include: defining more clearly for interviewers

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what should be included and what should be excluded from codes for each job search activity and clearer and more explicit definitions for the response options.

6. Work Experiences: Satisfaction with Most Recent Primary Job

Table V.7 contains reliability indices for reports of satisfaction with specified aspects of most recent primary job. Consistency measures of satisfaction with these job-related features were generally higher than those for satisfaction with principal school characteristics, and for most data elements considered here the indices are acceptable for satisfaction items. Higher consistency for job satisfaction may result, in part, from the greater recency of the most recent primary job (relative to their 1991-92 principal school).

As with the items on school satisfaction discussed above, the job satisfaction items in the full-scale study questionnaire should clearly define and anchor the question time frames in order to improve reliability; however, by its nature satisfaction is expected to vary over time and improvements to reliability may not be realistic. The field test questionnaire items on job satisfaction used three response options: (1) satisfied, (2) neutral or no opinion, and (3) dissatisfied. For the full-scale study, TRP members recommend eliminating the "neutral" response option, since such an option is always available to the respondent by answering "I don't know."

Table V.7 -- Reliability Indices for Work Experiences: Satisfaction with Aspects of Most Recent Primary Job

Data Element Considered	Number of Cases	Percent Agreement	Kendall's Tau
Pay and Benefits	55	72.7	.59
Promotion	55	76.4	.70
Security	55	78.2	.65
Education Opportunities	55	69.1	.61
Important Work	55	80.0	.63
Challenge	55	76.4	.59
Overall Satisfaction	55	81.8	.65

7. Work Experiences: Factors in Employment Goals

Three items asked respondents to rate the importance of several factors in determining lifelong work; reliability indices for these attitudinal items are provided in **Table V.8**. With attitudinal items, response inconsistency may reflect real changes in attitudes across the two interviews. For general factors and incentive factors percent agreement measures are typically in the seventies and eighties, which is generally acceptable for these types of items; Kendall's Tau values suggest only marginally acceptable temporal stability. Among general and incentive factors the reliability indices for importance of "previous experience" and of

Table V.8 -- Reliability Indices for Work Experiences: Importance of Factors in Determining Employment Goals

Data Element Considered	Number of Cases	Percent Agreement	Kendall's Tau
General Factors			
Previous Experience	95	61.0	.42
Important or Interesting Work	95	87.4	.56
Decision Making Responsibility	95	75.8	.49
Challenge	95	71.6	.54
Increasing Responsibility	95	72.6	.45
Incentive Factors			
Income and Benefits	95	76.8	.58
Security	95	86.3	.63
Promotion Opportunities	95	82.1	.66
Education Opportunities	95	63.2	.38
Social Factors			
Work with Sociable People	95	61.0	.23
Prestige	95	63.2	.45
Establish Roots	95	62.1	.56
Time for Other Interests	95	69.5	.52
Travel	95	77.9	.64

"educational opportunity" are particularly low.

Some of the unreliability in these sets of items are probably due to identified (by TRP members and project staff) complexities in some question wording. A prime example is the item about the importance of "Good income or fringe benefits to start or within a few years." This item compounds income and benefits *as well as* time frame, probably creating a difficult frame of reference for some respondents. In the full-scale study, separate items for income and benefits are recommended, possibly concentrating on general importance of these two aspects of work, rather than introducing the compound time frame.

Items about the importance of social factors are even less reliable (percent agreement generally in the sixties and reliability coefficients as low as .23). Based on this, the TRP recommended eliminating the full set or correcting particularly vague question wordings in this set of items.

8. Marital History

Table V.9 presents estimates of temporal consistency for items designed to gather detailed information on marital history. The reliability indices are generally high. The lower

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Table V.9 -- Reliability Indices for Marital History Information

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic [a]
Marital Status			
February, 1989	95	100.0	1.00
February, 1993	95	95.8	.86
Number of Status Changes Since February, 1989[b]	93	95.7	.76
Date of First Status Change [b]	8	100.0	.95

[a] Relational Statistic is Cramer's V statistic, unless indicated otherwise.

[b] Percent agreement is based on a definition of within 1 standard deviation unit; the relational statistic here is the Pearson Product Moment Correlation Coefficient.

reliability of most recent marital status (1993) appears counterintuitive; however, it reflects the fact that 1989 status was, in most cases, a verification of previously collected data. While respondents provided very consistent reports of their marital status and changes in marital status, it is important to note that 87 percent of the reinterview respondents who answered the marital status items reported *no changes* in marital status since February, 1989. The least reliable of these items was the number of marital status changes since that time; however, among those few cases reporting status changes in both interviews, the date of the first status change was very reliable.

The high reliability of historical marital status over a 4-year period reflects, at least in part, the unchanged nature of that status.[78] Nonetheless, findings are encouraging for continued use of the items (subsequent follow-up studies will only collect history from the last reported status). As the BPS sample ages, however, the likelihood of changing marital status will increase; thus, these items should be re-evaluated in a subsequent follow-up.

9. Education Finances

Table V.10 shows reliability indices for items concerning financial aid at the respondent-identified primary school for the 1991-92 academic year. The percent agreement measures are generally high (with one exception, ranging from 85 to 100 percent). The exception (80 percent agreement) involved receipt of "other" aid, which was also associated with a Cramer's statistic that did not differ significantly from zero. Most of the 20 applicable respondents answered, in both interviews, that they had *not* received "other" aid; however, the small number of cases reporting to have received such aid typically did so inconsistently. The Cramer's statistic magnifies inconsistency within small groups.

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[78] Single-point-in-time marital status, collected in NPSAS:90 and BPS:90/92, was considered analytically inadequate. Obtaining full marital history (including base year) was recommended by the TRP for BPS:90/94 (and subsequent studies); since such data had not been collected previously, the BPS:90/94 historical period was 4 years.

Table V.10 -- Reliability Indices for Education Finances Data Elements

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic [a]
Any Aid at Principal School	25	88.0	.51 [c]
Total Aid from Principal School during 1991-92 (All Responses)[b]	19	100.0	.91
Total Aid from Principal School during 1991-92 (Open-ended)[b]	18	100.0	.93
Total Student Loans (All Responses) [b]	32	90.6	.68
Total Student Loans (Open-Ended) [b]	29	89.7	.67
Types of Aid at Principal School			
Grant	20	100.0	1.00
Scholarship	20	85.0	.73
Student Loan	20	90.0	.82
Prepaid Employer Benefit	20	95.0	-- [d]
Reimbursed Employer Benefit	20	100.0	-- [d]
Other Aid	20	80.0	.11 [c]

[a] Relational statistic is Cramer's V statistic, unless indicated otherwise.

[b] Percent agreement is based on a definition of within 1 standard deviation unit; the relational statistic here is the Pearson Product Moment Correlation Coefficient.

[c] Not significantly different from zero (p > .01).

[d] Cramer's statistic undefined due to empty cells.

A similar situation existed for the question asking if any aid was received from the school. Twenty (of 25) respondents consistently responded yes; 2 consistently responded no; and 3 were inconsistent in their response. The three inconsistencies, coupled with the low overall frequency of no responses, led to a Cramer's statistic of only .51 (which does not differ significantly from zero). Extremely skewed joint distributions were also evident for receipt of the two types of employer benefits. All but one of the applicable respondents indicated in both interviews that they had not received these forms of aid; the exception case reported receipt in one interview and non-receipt in the other. In both cases, restricted response variation precluded computation of Cramer's statistic.

The reliability of total amount of aid received in a given year at a given school is quite high, but total loan burden over all postsecondary schools and years is less reliable (as might be expected). BPS:90/94 items collecting information on amounts of aid and loans initially asked for an open-ended response; if respondents were unable or unwilling to give an answer, then interviewers probed for categorical dollar ranges. Statistics were computed for the open-ended responses alone and for combined responses including recoded categorical responses. Results are stable across the two types of response formats. Results are also comparable with BPS:90/92 field test results, despite different frames of reference involved in the queries across the two follow-up studies. Taken together, results of the two studies provide convergent evidence of reasonable levels of temporal consistency for these items.

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10. Personal Finances

Table V.11 presents reliability indices for the set of examined data elements related to personal finance. Indices are high for owning or renting a residence and, among those owning or renting, for amount of monthly payments. Indices for owning or leasing a vehicle are noticeably lower; however, among those consistently reporting having a vehicle, the monthly payment amount is quite reliable. Monthly expenditures for nonrecreational items is the least stable of the expenditure amounts (the reliability coefficient of .60 is borderline unacceptable), probably reflecting the facts that: (a) the inclusion/exclusion rules for nonrecreational items varies over time (and probably over interviewer), and (b) such expenditures also vary by month much more than home and car payments.

Table V.11 -- Reliability Indices for Personal Finances Data Elements

Data Element Considered	Number of Cases	Percent Agreement [a]	Relational Statistic [b]
Own or Rent Residence	95	92.6	.90 [c]
Monthly Mortgage or Rent	55	94.5	.89
Own or Lease Vehicles	95	87.4	.62 [c]
Monthly Payment for Vehicles	30	96.7	.96
Monthly Nonrecreational Expenses	94	83.0	.60
Total Income, 1992 (All Responses)	94	92.6	.40
Total Income, 1992 (Open-Ended)	83	94.0	.63

[a] Percent agreement is based on a definition of within 1 standard deviation unit for all data elements except for those using the Cramer's V statistic.

[b] Relational statistic is Pearson Product Moment Correlation Coefficient, unless indicated otherwise.

[c] Relational statistic here is Cramer's V statistic.

Reported total income for 1992 also showed low correlations across the two administrations, even with high percent agreement (within one standard deviation unit). Obtaining reliable income data (a sensitive area for most respondents) has been consistently problematic. The previously described two-stage interviewing approach to collecting dollar amounts was also used with the income question. The degradation in the correlation over that for only the free-form response is due, in part, to the width of the income intervals used (interval midpoints were used in analyses where free-form responses were not available for one or the other interviews).

C. Order Effects

The BPS:90/94 field test interview asked sample members for frequency ratings (i.e., never, once, several times, often) for each of several subitems pertaining to the respondent's school-related activities while attending their defined principal school (question B.32).[79] Frequently, responses to such "ratings questions" can be contaminated by changes in response propensities for individual subitems depending upon the order in which they are administered. These changes can result from general factors (such as the respondent becoming familiar with the response options or the tendency for responses to become less extreme over a sequence of rankings) or from factors more specific to the subitems themselves (such as changes in the interpretation of the meaning of a particular subitem within the context of previously administered subitems).[80]

To control for order effects in the administration of question B.32, sequential subitems were presented to respondents in the field test with a random start point within the sequence. Prior to data collecfion, start points were allocated randomly, within specific NPSAS:90 school, to all sample members in an attempt to equalize the distribution of start points (both within and across schools) of those who responded.

Within the eight subitems, the joint distributions of responses by different random start points were examined using the χ^2 test of independence (equivalent to a test of congruence of conditional distributions within each start-point group). A significant value of the χ^2 statistic indicates differential conditional distributions and suggests order effects. Analyses for the subitems were restricted to those respondents who provided a determinate response for *all* subitems in the set. Because multiple tests were to be performed, a significance level of .005 was adopted.

Analytic results are shown in **Table V.12**. With four response options and eight different start points, the degrees of freedom for each χ^2 variable were 21. A total of 566 respondents contributed to the analysis, with approximately 71 cases per random start point.[81] Expected frequencies less than 5 were observed in three analyses although, in all of these cases, the associated χ^2 statistic was not statistically significant. Since the effect of low expected frequencies is to artificially inflate the χ^2 statistic, these occurrences are not considered problematic. The χ^2 value departed significantly from chance expectations for only one of the activities. Other χ^2 values shown in **Table V.12** were fairly tightly distributed about the expected value (equivalent to the degrees of freedom, 21) of the applicable χ^2 distribution, suggesting no major order effects.

The one subitem showing a statistically significant order effect asked sample members how frequently they had informal or social contacts with an advisor or other faculty member outside of the classroom/office. The distribution of responses by order in which this subitem

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[79] Depending on enrollment patterns, some sample members were administered (either in addition to or instead of B.32) a comparable question (B.35) about the 1992-93 school year. If B.35 was asked *instead of* B.32, the B.35 responses have been included in these analyses; otherwise, they have not.

[80] Both of these effects are more likely when questions are administered verbally than in visually administered questionnaires which allow respondents to view all subitems and response options in a single gestalt rather than receiving them sequentially. Respondents also typically change previous responses more frequently when the question and responses are written.

[81] Minor group size inequalities resulted from the random variation in the random start point assignment process, differential response, and analytic exclusion rules.

Table V.12 -- Summary of Analyses for Order Effects in Items Regarding Frequency of Participation in Specific School-Associated Activities

Activity	χ^2 Value
Have Academic Discussions with Faculty Outside Class	19.2
Meet with Advisor about Academic Plans	18.0
Have Informal/Social Contacts with Advisor/Faculty Outside Class/Office	44.0 [a]
Participate in Study Groups with Other Students	22.5
Participate in Student Assistance Centers/Programs	21.0
Have Social Outings with School Friends	23.2
Participate in School Clubs	28.1
Attend Academic Lectures/Conventions/Field Trips with Friends	23.4

NOTE: Separate χ^2 analyses were conducted for each activity, examining the joint distributions of random start point by response option. With 8 possible start points and 4 response options, degrees of freedom were 21 for all χ^2 values.

[a] $p \leq .005$.

was presented is shown in **Table V.13**. A markedly different distribution results when the subitem is presented first or second compared to its presentation at any other time. In fact, over 54 percent of the contribution to the χ^2 is attributable to those instances in which the subitem was administered first or second. These results suggest either: (1) respondents lacked a general frame of reference for rankings when starting, or (2) presenting the item first

Table V.13 -- Percentage Distributions of Responses to "Per Year" Frequency of Social Contacts with Faculty Outside of Class, at Principal School by Order in Which the Subitem Was Administered

Order of Presentation[a]	Number of Cases	Percent Response			
		Never	Once	Several Times	Often
Total	566	22.4	11.8	35.9	29.9
1 [b]	69	6.4	7.7	42.3	43.6
2	69	8.7	11.6	46.4	33.3
3	78	21.7	11.6	34.8	31.9
4	73	25.3	13.3	40.0	21.3
5	72	23.2	10.1	39.1	27.5
6	61	26.2	11.5	29.5	32.8
7	69	34.7	15.3	25.0	25.0
8	75	34.3	13.7	28.8	23.3

NOTE: Percentages provided are conditional within each row; these percentages may not add to 100 within row due to rounding error.

[a] Represents the order in which this specific item was administered to sample member, given the random start point generated.

[b] Over 28 percent of the contribution to the χ^2 value is attributable to entries in this row.

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or second failed to provide sample members with the frame of reference received when the item was presented in any other position.

The more feasible explanation for this finding is the latter. When the subitem was presented early in the series, respondents did not have the frame of reference needed to answer the question. Without the benefit of two preceding subitems -- which dealt with academic discussions with faculty outside of class and meetings with advisors about academic plans -- contact outside of the classroom/office could have been taken to mean any kind of contact with a faculty member. When the subitem was presented third, however, respondents had the opportunity to discern the context of the question and could respond more appropriately. That is, the distribution of their ratings of social contacts with faculty became more consistent with the other subitems.

Based on these results, results from the BPS:90/92 full-scale study,[82] and recommendations of the TRP, random start points will continue to be used for these items to account for possible order effects. However, the first three subitems shown in **Table V.12** will be presented as one block of subitems and the fourth and fifth subitems as a second block; both blocks will have separate random starting points. It is anticipated that this approach will establish an appropriate frame of reference for respondent ratings while still controlling for order effects.

D. On-Line Coding

Computer-assisted on-line assignment of codes to literal responses was accomplished by interviewers in three substantive areas: school identification; field of study; and industry/occupation. Each coding operation was subjected to quality control (QC) review and recoding procedures. All computer-assisted interviewer coding utilized software developed by the Postsecondary Longitudinal Studies (PLS) branch of NCES to standardize computer assisted coding across studies and contractors.

Institutional coding was needed to assign a six digit Integrated Postsecondary Education Data System (IPEDS) school identifier for new schools specified by the respondent.[83] The system relied on a look-up table, or coding dictionary, of institutions constructed from the IPEDS institutional database. Other information in the dictionary (institutional sector combining level of offering and institutional control, and annual undergraduate tuition information) was retrieved into CATI for later use (e.g., for branching or as prompts for certain questions), once the school was identified and confirmed.

Field of study coding and industry/occupation coding utilized a dictionary of word/code associations. The on-line operation for these coding operations consisted of three major steps: (1) the interviewer keyed the verbatim text provided by the respondent; (2)

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[82] Similar order effects involving these three subitems were observed in the BPS:90/92 full-scale study; also other order effects were observed in this set of items.

[83] Previously identified schools were coded prior to CATI as part of BPS:90/92 operations; codes and related institutional information for these schools were preloaded into the CATI data file.

standard descriptors associated with identified codes were displayed for the interviewer (sorted in descending order by likelihood of match); (3) the interviewer selected a listed standard descriptor.[84]

To evaluate the accuracy and effectiveness of the coding operations, all coding was subjected to 100 percent quality control (QC) coding. The re-coding also offered the opportunity to provide feedback to the interviewing staff about using the software more effectively.[85] Another result from the QC coding was obtaining information for NCES staff to use in refining the software since the BPS:90/94 field test was the first NCES project to use it. Weekly incremental coding logs were delivered to NCES to assist in updating the coding dictionaries, and QC coding was used to help assign appropriate codes for dictionary updates and to ensure that the verbatim text phrases were reflected accurately by the list of selected dictionary words.

Results of the on-line IPEDS coding operation are shown in **Table V.14**. Institution coding had an overall discrepancy rate slightly less than 13 percent. A number of the errors were due to interviewers selecting inappropriate state/city/school combinations for the specified school by pressing the <ENTER> key too often and not confirming the selected school with the respondent.[86] Another source of error was that interviewers in many cases did not supply sufficient text fields for the school name. About 96 percent of the cases were assigned an IPEDS code, comparing favorably to the 82 percent coded using a different approach in the BPS:90/92 full-scale survey. The discrepancy rate for those cases which were coded on-line was 10.7 percent in the BPS:90/94 field test compared with 4.8 percent in the BPS:90/92 full-scale study.

Table V.14 -- Results of On-Line Postsecondary Institution (IPEDS) Coding

Coding Statistic Considered	Number	Percent
Total to be Coded	508	100.0
Total Assigned Code [a]	485	95.5
Coding Discrepancies [b]	52	10.7
Total Assigned "Uncoded" [a]	23	4.5
Subsequently Coded [b]	12	52.2
Overall Discrepancy Rate [c]	NA	12.6

[a] Percent is of total to be coded.
[b] Percent is of previous row.
[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded.

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[84] If the interviewer was unable to find an appropriate code, the phrase could be identified as uncodeable.

[85] The software was new to the interviewers, and they experienced problems learning system features. Common problems were identified and reported to interviewers so that they could become more comfortable with the software.

[86] The nature of the table look-up approach is such that the first state that appears can be selected by pressing <ENTER> immediately; the same is true for city and school within city. Because of this form of interviewer error, the first listed dictionary element (the Gaither School of Hair Design in Albertville, Alabama) was coded a disproportionate number of times.

In general, the lower percentage of uncodeable schools indicates that the new system facilitated on-line assignment of school codes. The higher discrepancy rate relative to BPS:90/92 full-scale operations is attributable in large part to a lack of familiarity with the software and to a lesser extent, to interviewer carelessness. BPS:90/94 full-scale training will highlight some of the commonly made coding mistakes as well as provide ample time for hands-on practice with the IPEDS coding software. These measures should reduce the discrepancy rate while maintaining a high percentage of cases to which codes are assigned.

Tables V.15 through **V.18** contain results of the other on-line coding operations. Overall coding discrepancy rates ranged from 25 percent for industry coding to 43 percent for occupation coding. The high discrepancy rates reflect the difficulty in achieving consistency in coding as part of an on-line interviewer operation. The interviewers were asked to focus primarily on collecting and keying the best possible text for the given coding application. The code assignment was secondary to the responsibility of getting a sufficient and accurate verbatim text response so that post-hoc coding could be implemented according to whatever rules were desired and so that enough information was available for improving the coding

Table V.15 -- Results of On-Line Field of Study Coding

Coding Statistic Considered	Number	Percent
Total to be Coded	1,864	100.0
Total Assigned Code [a]	1,799	96.5
Coding Discrepancies [b]	571	31.7
Total Assigned "Uncoded" [a]	65	3.5
Subsequently Coded [b]	61	93.8
Overall Discrepancy Rate [c]	NA	33.9

[a] Percent is of total to be coded.
[b] Percent is of previous row.
[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded.

Table V.16 -- Results of On-Line Combined Industry/Occupation Coding: Industry

Coding Statistic Considered	Number	Percent
Total to be Coded	1,451	100.0
Total Assigned Code [a]	1,386	95.5
Coding Discrepancies [b]	299	21.6
Total Assigned "Uncoded" [a]	65	4.5
Subsequently Coded [b]	65	100.0
Overall Discrepancy Rate [c]	NA	25.1

[a] Percent is of total to be coded.
[b] Percent is of previous row.
[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded.

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Table V.17 -- Results of On-Line Combined Industry/Occupation Coding: Occupation

Coding Statistic Considered	Number	Percent
Total to be Coded	1,451	100.0
Total Assigned Code [a]	1,369	94.3
Coding Discrepancies [b]	540	39.4
Total Assigned "Uncoded" [a]	82	5.7
Subsequently Coded [b]	82	100.0
Overall Discrepancy Rate [c]	NA	42.9

[a] Percent is of total to be coded.
[b] Percent is of previous row.
[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded.

Table V.18 -- Results of On-Line Occupation Only Coding

Coding Statistic Considered	Number	Percent
Total to be Coded	983	100.0
Total Assigned Code [a]	937	95.3
Coding Discrepancies [b]	326	34.8
Total Assigned "Uncoded" [a]	46	4.7
Subsequently Coded [b]	46	100.0
Overall Discrepancy Rate [c]	NA	37.8

[a] Percent is of total to be coded.
[b] Percent is of previous row.
[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded.

dictionaries. Unfortunately, this also made the on-line coding operation more challenging since the likelihood of having words not found in the coding dictionary was greater with longer, more detailed text responses. The number of possible codes also made the task difficult. In particular, there were well over 100 possible codes for field of study coding.

The field of study, industry, and occupation dictionaries were not updated until after field test data collection ended. As a result, the interviewers did not benefit from any of the refinement. On average, on-line coding tasks consumed nearly ten percent of each interview. Appendix C contains timing information for the on-line coding operation. The amount of time spent coding and the discrepancy rates are indicative of the difficulty of the on-line coding task for the interviewers. The dictionaries have been updated substantially and the software has been refined to simplify the complex task of assigning these codes. Interviewers will be more experienced with the coding applications when full-scale data collection begins. It is expected that the combination of updated dictionaries, greater familiarity/comfort of the interviewers with the software, and continued feedback through QC coding will lead to more efficient and more consistent coding.

E. Up-coding "Other, Specify" Items

Eleven items were administered in the field test interview that included, in addition to the fixed response options, an "other" option for which the respondent could subsequently specify the nature of this other. Generally, the "other, specify" format was restricted to either: (1) new items for which the determination of specified response alternatives needed evaluation, (2) items for which data from NPSAS:90 or BPS:90/92 were already in that form, or (3) items for which this additional information was considered useful for subsequent classification or coding. For new items, explicit response option frequencies were also reviewed toward improving the questions for the full-scale study.

Choice of "other" options by respondents usually results from: (1) actual incompleteness of the existing fixed response options in covering a unique situation, or (2) misunderstanding by the respondent and/or interviewer of either the question or how a situation can be subsumed under an existing fixed response option. In the latter case, "other" is implicitly an inappropriate choice, and data can be corrected through a *post hoc* modification of the main item response based on the verbatim information specified (if any) and other related data items (if any), a process typically called "up-coding". To ensure data quality, this manual operation was performed on 946 occurrences of "other" responses to one of the eleven involved questions. **Table V.19** contains a summary of the up-coding results.

Most of the items specified in the table require little discussion; such items generally (1) are applicable only to a small subset of respondents, (2) represent a small percent of those for whom they are applicable, or (3) can be up-coded in a large percentage of occurrences. Items [ByyM], [Cy0B], [C6bD], [H01C], [H05C], [H06C], [H09C], and [I02G] fall in this category. While the last six of these items were used for the first time in BPS:90/94, none yielded sufficient frequencies of unique "other" responses to justify additional fixed response options, and none suggested systematic interviewer error that could be addressed in training.

Results for the licensing exam question suggest that this item should be modified to include the most frequently occurring exams, while continuing to provide an "other, specify" option. No up-coding was possible for the licensing exam responses, but a number of responses occurred with sufficient frequency to be considered fixed response options. These included: the National Teacher Exam; nursing exams; and communications (FCC) licenses. A category for "other medical profession licenses" would also subsume about 20 percent of the specified other responses.

Nearly half of those who indicated that they took a job not related to their field of study gave an "other" reason as to why they did this. About two thirds of these other responses could be up-coded to a listed response option, suggesting a lack of clarity of the available options to the interviewers (who were to code free form responses to the question). Among up-coded cases, the large majority (185 of 201) dealt with financial needs.[87] Commonly occurring reasons (which were not up-coded) included summer or part-time jobs, and flexible or convenient hours. This item should undergo careful revision to clarify

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[87] "Could not find a job in field" was interpreted during up-coding as needing money.

Table V.19 -- Summary of Up-Coding for "Other, Specify" Items

ITEM	Percent Other [a]	Number Other	Number Upcoded	Percent [b] Upcoded
[ByyM] Other graduate degree working toward	2.3	1	0	0.0
[B26C] Other licensing exam taken	69.3	97	0	0.0
[Cy0B] Other kind of company/organization for job	1.2	28	19	67.9
[Cy2C] Other reason for taking job not related to field of study	43.8	302	201	66.6
[Cy3E] Other activity to get job	21.1	362	196	54.1
[C6bD] Other specific area for employer-provided training/education	10.7	12	8	75.0
[H01C] Other graduate/professional admissions tests taken	5.1	6	0	0.0
[H05C] Other reason for not applying to graduate school	22.7	44	21	47.7
[H06C] Other reason for applying to graduate school	8.2	25	12	48.0
[H09C] Other reason for attending current (1993) graduate school	11.5	7	3	42.9
[I02G] Other reason for doing strictly voluntary community service work	22.6	62	46	74.2

NOTE: Analyses based on all cases indicating "other" as response to item, regardless of whether subsequently specified.

[a] Percent based on total cases for whom item was applicable.

[b] Percent based on number of "other" responses.

response alternatives and interviewer training should focus on some of the commonly occurring "other" responses that are up-codeable.

Responses to the question "what was done to find the [principal] job?", a new item in BPS:90/94, elicited the greatest absolute frequency of "other" responses. Only slightly more than half of these were up-coded, most of which reflected interviewer error in appropriately classifying into existing categories the free form response requested by this question. Other possible new categories for the full-scale survey might include: (1) internship/co-op/apprenticeship experience leading to the job; and (2) asking company about openings. Since interviewers had considerable difficulty with the question, it will be reworked to facilitate the interviewer choice selection task, and interviewer training will focus on how certain "other" responses to this question can be appropriately classified.

One other item, asking the nature of any student loan deferment, required *post-hoc* coding. This question was completely open-ended, with no specified response options; it was posed this way in order to develop fixed response options for the full-scale study. There were 151 text responses for this item. The 151 text responses suggest that five response categories would subsume the bulk of the answers: (1) still enrolled in school or returning to school; (2)

grace period for loan has not expired; (3) unemployment; (4) financial or medical hardship; and (5) approved service activity (e.g., Peace Corps or teaching in depressed geographic area). It is, however, recommended that an "other, specify" response be provided for this item.

F. Indeterminate Responses

Allowances were made in the CATI program to accommodate (both as a fixed response alternative and by special keyed entry) responses of "Don't Know" (DK) and "Refusal" (RE) to any question. Such responses represent indeterminacies in the data set and must be resolved by imputation or subsequently dealt with during analyses; consequently, they need to be reduced where possible. Refusal responses generally occur for items considered sensitive by the respondent, but DK responses result from a number of potential sources; these include (1) question wording not being understood by the respondent (and lack of explanation by the interviewer), (2) hesitancy on the part of the respondent to provide "best guess" responses (and insufficient prompting from the interviewer), (3) the answer being truly unknown by, or inappropriate for, the respondent, and (4) an implicit refusal to answer the question.

A summary of DK and RE responses for the BPS:90/94 field test, by interview section, is provided in **Table V.20**. Statistics are provided for both the number and percentage of items in each section in which any RE or DK response was given, and for maximum item-level DK and RE counts and rates for respondents, within each section. Respondent-based rates are based on *only those sample members for whom each item was applicable and asked*; as such, maximum counts and maximum rates do not necessarily apply to the same item.[88]

Item refusal was quite low except in Sections F, G, and J. Education financing information was collected in Section F, which included sensitive questions concerning loan amounts, and amount of respondent contribution of personal savings to education financing. Section G collected respondent, parent and household income, as well as mortgage, rent, and expense amounts. Each of these specified items in Section G had refusal rates over two percent. Refusal rates were high in Section J, as well, where locator information was collected to facilitate re-contact efforts in the BPS:90/96 third follow-up study. Respondents, in many cases, were unwilling to provide contact information for parents and others.

DK responses occurred in less than 10 percent of the possible items. With the exception of Sections F and G, very few items had more than 10 DK responses. Section F questions with high DK occurrences included amount of financial aid received at a particular school for a particular year (up to four years ago), loan amount and date questions, and dependency information. Section G questions eliciting high DK rates were income items for respondent, parents, and household. As mentioned above, these also elicited high refusal rates.

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[88] As an example, if 60 of 3,000 applicable sample members refused to answer one question and 6 of 12 applicable sample members refused to answer another question, the maximum count of refusals would be 60 while the maximum rate would be 50 percent.

Table V.20 -- Summary of BPS:90/94 Field Test Indeterminate Responses by Interview Section

Interview Section	Number of Items in Section [a]	Refusal Responses				Don't Know Responses					
		Items with any Refusal Responses		Per Item Refusals		Items with any Don't Know Response		Items with more than 10 Don't Know Responses		Per Item Don't Know	
		Number	Percent [b]	Maximum Number	Maximum Percent [c]	Number	Percent [b]	Number	Percent [b]	Maximum Number	Maximum Percent [c]
Total	1,981	296	14.9	65	100.0	189	9.5	65	3.3	126	100.0
A	61	4	6.6	11	0.9	5	8.1	3	4.9	73	8.4
B	630	69	11.0	8	100.0 [d]	44	7.0	3	0.5	57	100.0 [e]
C	452	48	10.4	4	1.5	10	2.2	2	0.4	17	1.6
D	74	7	9.5	2	9.5	11	14.9	0	0.0	3	8.3
E	141	16	11.3	3	100.0 [d]	3	2.1	0	0.0	2	5.7
F	295	36	12.2	18	15.4	33	11.2	10	3.4	33	50.0 [f]
G	91	80	87.9	52	100.0 [d]	58	63.7	41	45.1	126	76.9
H	108	5	4.6	3	2.7	12	11.1	2	1.9	28	25.5
I	22	5	22.7	9	1.5	4	18.2	0	0.0	1	1.1
J	97	26	26.8	65	45.5	9	9.3	4	4.1	104	10.7

NOTE: Statistics are based on sample members with full or partial interviews or appropriate subsets for whom specific sections/questions were applicable and reached. Indeterminacies in Sections F and G are *prior* to conversion. (See Table V.22 for indeterminacy conversion results.)

[a] Includes all possible repeats of questions and responses within user exits.

[b] Percent is based on number of items in section.

[c] Percent is based on number of cases for whom question was applicable (i.e., reaching the point in the interview, not legitimately skipped, and not determined "not applicable"). It should be noted that, under this definition, the maximum percentage reported may not correspond to the same question as maximum count reported.

[d] Maximum percent is based on items with a single applicable respondent, who refused.

[e] Maximum percent is based on two items with a single applicable respondent, who reported not knowing answer.

[f] Maximum percent is based on an item with but four applicable respondents, two of whom reported not knowing answer.

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The only items in section A eliciting high DK rates were the questions asking whether the respondent received the informational packet which was mailed (A02C and A03A), and the month that the respondent first attended a postsecondary institution (A08F).[89] Section B had two items with high DK frequency. Thirty respondents (nearly 3 percent) answered DK to item B26A, whether they took or planned to take any professional licensing/certification exams. The *plan to take* portion of this item will be removed from the full-scale instrument, which should minimize this indeterminacy. Additionally, highest level of education expected (B40A) elicited 5 percent DK responses. Whether the respondent expected to be working in five years (C90A), another long-term planning question, elicited higher than usual DK frequency (17), though the rate was less than 2 percent.

Sections D and E had very few DK responses. In Section H, there were 28 DK responses to the GRE score question. There are two suspected causes for this: the item only allowed for one value for score, whereas there are three components to the GRE general test; and, many respondents may in fact not have received the results of their exam at the time of the interview. TRP members have recommended that the three component scores of the GRE be collected separately to reduce item confusion.

Three percent of those answering item H02A, whether applied or plan to apply within the year to graduate/professional school, did not know. This reflects a level of respondent uncertainty similar to other items asking for expected plans. Other items in Section H with relatively high DK rates were those asking whether or not the respondent was accepted or received aid to attend a particular graduate school. Respondents may not have received notification from the specified graduate schools at the time of the interview. Section I had no item receiving more than one DK response. There were four items in Section J eliciting more than ten DK responses, none of which were unexpected or require any modification to the instrument. Items include whether the current address will be the same in two years and the relationship code for the specified contact person.

Items asking the respondent to specify income and other money amounts have traditionally yielded high indeterminacy rates compared with other items in the BPS surveys. In the BPS:90/94 field test instrument, these questions included: financial aid received for a given year at a particular school; total loan burden and amount owed; and respondents' own, parents', and household income. The field test instrument included questions which routed DK and RE initial responses through a series of screens seeking closer and closer gross estimates for the financial questions.

Table V.21 presents DK and refusal data for personal, parent, and household income questions in Section G. The indeterminacy rates for these items in the BPS:90/94 field test are less than half of those for the BPS:90/92 full-scale where DK/RE conversion was attempted.[90] The indeterminacy rates are higher for parent income than either household or

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[89] This item was asked as part of a series of questions to determine BPS eligibility for nonrespondents of the BPS:90/92 survey.

[90] Indeterminacy conversion was not attempted for respondent's earned income. The indeterminacy rate for this item was lower than in BPS:90/92 full-scale but the improvement was not as great as that for gross income.

Table V.21 -- Combined Refusal and "Don't Know" Statistics for Income Questions in BPS:90/94 Field Test Interview

Income Data Element		Total Responses	Response Indeterminacy Rates [a]		
			Total	Refuse	Don't Know
Personal	1992 Gross	1,040	4.90	3.17	1.73
	1992 Earned [b]	647	7.11	4.33	2.78
	1991 Gross	1,040	5.00	3.27	1.73
	1991 Earned [b]	631	7.45	4.44	3.01
	1990 Gross [c]	1,040	3.56	2.40	1.15
	1990 Earned [b]	284	13.73	7.39	6.34
	1989 Gross [c]	1,040	4.90	2.50	2.40
	1989 Earned [b]	300	16.67	7.67	9.00
Parents [d]	1992 Gross	290	19.31	4.83	14.48
	1991 Gross	396	17.42	3.54	13.89
	1990 Gross	316	19.94	4.43	15.51
	1989 Gross	359	21.73	5.01	16.71
Household [d]	1992 Gross	750	11.47	5.60	5.87
	1991 Gross	644	13.20	6.99	6.21
	1990 Gross	410	11.22	7.07	4.15
	1989 Gross	346	14.16	7.51	6.65

NOTE: Statistics are based on the sample members for whom items were reached and were applicable.

[a] Rates reflect conversions of original indeterminate responses through the series of "estimation" screens associated with each item. *Resultant converted total indeterminacy rates are typically less than half those experienced for the same set of questions in the BPS:90/92 full-scale survey.*

[b] The earned income question was incorporated into the CATI instrument after production interviewing began; consequently, the question was not available for those completing the interview prior to incorporation. Also, the earned income question was not asked if reported gross income for the year was zero. Finally, indeterminacy conversion was not attempted for the earned income question, which explains the higher indeterminacy rates than those for gross income.

[c] Rates are deflated, since data from the BPS:90/92 field test were preloaded into these variables if they were available and determinate.

[d] For a given year, either parent income or household income was collected, depending on sample member's dependency status during that year. For years prior to 1991, data were not collected if determinate responses had been obtained in the BPS:90/92 field test.

personal income. Respondents are less likely to know their parents' income than their own, and to a lesser extent, that of their household.

Indeterminacy conversion was attempted for six different financial amount items, as specified in **Table V.22.**[91] Conversion rates for each of these items neared or exceeded 50

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[91] An item was not considered converted if the respondent provided a first level approximation but then provided a DK or RE response to a request for closer approximation. For instance, if the respondent indicated a gross income (in item G0aC) of "more than $30,000" but refused to provide any further approximation, this was not a conversion. Yet if the same respondent (in item G0aG) had said that the amount was between $40,001 and $50,000, this was considered a satisfactory conversion. If a respondent answered DK/RE to a given open-ended amount question and again indicated

Table V.22 -- Conversion of Indeterminate Responses for Amount Questions in BPS:90/94 Field Test Interview

Item Type	Initial Indeterminacies/ Conversions	Indeterminate Type					
		Total		"Don't Know"		"Refuse"	
		Number	Percent	Number	Percent	Number	Percent
Total	Initial	1,517		1,229		288	
	Converted	815	53.7	792	64.4	23	8.0
Financial Aid Amount [a]	Initial	49		45		4	
	Converted	25	51.0	25	55.6	0	0.0
Total Loan Amount	Initial	23		20		3	
	Converted	13	56.5	13	65.0	0	0.0
Loan Amount Still Owed	Initial	23		20		3	
	Converted	16	69.6	16	80.0	0	0.0
Respondent Gross Income [b]	Initial	465		335		130	
	Converted	274	58.9	263	78.5	11	8.5
Parents' Gross Income [b,c]	Initial	502		440		62	
	Converted	236	47.0	229	52.0	7	11.2
Household Gross Income [b,c]	Initial	455		369		86	
	Converted	251	55.1	246	66.7	5	5.8

NOTE: Statistics are based on items in Sections F and G in which respondents initially answered "Don't Know" or refused to answer the given amount question. Items for which some additional, but not complete, information was collected were not included in the Converted total.

[a] Information collected for each school in each applicable academic year (from 0 to 9 responses per respondent).

[b] Information collected for each applicable calendar year (up to 4 possible responses per respondent).

[c] Based on dependency status, either Parent or Household Income (but not both) was requested for any applicable year.

percent, and the total success rate was 54 percent. Nearly two-thirds of the initial DK responses were converted whereas only eight percent of the initial refusals were converted successfully. DK conversion was successful more than half of the time for all items, and as high as 80 percent successful for amount of loan still owed by the respondent.

Refusal conversion yields were quite low in all categories, with the highest rate being 11 percent for parents' gross income. Three item types yielded no refusal conversions. Feedback from interviewers suggests that refusal conversion is counterproductive in some cases. They indicated that many respondents became increasingly annoyed that they had to refuse to answer a given amount question twice because of the conversion attempt.

Naturally, it took longer to administer the successive approximation questions for DK/RE responses than the open-ended amount questions with determinate responses. The block of respondent personal income questions (up to four years' worth of gross/earned

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DK/RE to the conversion attempt, conversion attempts were terminated for that question.

personal income) took a bit under a minute for those giving determinate amounts, and less than 1.5 minutes for those with indeterminacies. Since there were at least two years of personal income data collected and up to four years worth if not available from BPS:90/92, the increased time burden for doing the conversion is not considered unreasonable.

The results indicate that indeterminacy conversion was very successful with respect to initial DK responses, and it achieved the goal of reducing high rates experienced in BPS:90/92. It is recommended that this approach be continued for DK responses in the full-scale study. The appropriate amount approximations for each item will be refined based on a review of the field test frequency distributions. On the other hand, this approach does not provide a high enough conversion rate for initial refusals to justify its continued use.

G. Quality Control Monitoring

Monitoring telephone data collection in progress serves a number of goals. These goals are: to provide information about the overall level of error in the facility, to ensure that the interviewing process remains in statistical control (and to reduce overall error to acceptable limits); to obtain information on the interview process that can be used in improving study design; and to improve interviewer performance by reinforcing good interviewer behavior and discouraging poor behavior. The RTI telephone monitoring system was used for interviewer monitoring in the BPS:90/94 field test. The system provides for random sampling of interviewers and interview items during CATI operations. Monitors listened to sampled interviews and observed the data collection using remote monitoring telephone and computer equipment and software. They recorded their findings on laptop computers which contained computerized monitoring forms.

Monitors listened to up to twenty questions[92] in the sampled ongoing interview, and for each question, recorded whether the interviewer: changed the wording of the question (with a distinction of major wording change, minor change, and no change); probed the respondent correctly; and provided appropriate levels and kinds of feedback to the respondent. Each of these measures was quantified, and monitoring results for the field test operation were produced periodically. In addition to periodic facility-level reports, the system generated interviewer reports with the intent that interviewers could see how their results compared with the facility results.

Changes in wording proved not to be useful for monitoring interviewer performance accurately. At the same time, though, question administration is a crucial data collection activity and appropriate monitoring is warranted. A suggested change to the monitoring system for the BPS:90/94 full-scale data collection is to define types of questions in the instrument (e.g., questions in which all response options must be read regardless; and questions in which response options are read only if respondent needs prompting) and to develop rules associated with each question type. Monitoring would entail identifying whether or not the given question was administered according to the rules for that question type. This would replace the monitoring of question wording changes. It is also suggested that data entry errors be monitored in the BPS:90/94 full-scale study. Despite the expectation of under-reporting of entry error because the next screen is often painted before the keyed response is visible, it would be useful to monitor performance in this area based on those errors which were detected. It is recommended that feedback and probing continue to be monitored in the full-scale study.

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[92] For the full-scale survey, it is recommended that monitoring sessions be restricted to ten minutes or 20 questions, whichever occurs first. This will allow for monitoring of a wider breadth of interviewer activities, including locating the sample member and supplying comments for the next interviewer.

As part of field test operations, interviewers were given individual monitoring reports along with the facility level report. It is felt that individual level reports raise undue concern on the part of the interviewers in terms of performance evaluation. Eliminating the individual reports will focus attention appropriately on the facility statistical control status, and the entire telephone survey unit will be able to work together in reducing the sources of error. Daily reporting of facility-level monitoring results will allow for careful tracking of the statistical control of the CATI unit. The changes proposed for the full-scale study are expected to provide more information for evaluating the statistical quality of the interviewing operation and enable mechanisms to improve the quality over the course of the data collection period.

H. Changes Recommended to Improve Data Quality

The results of the various evaluations of the BPS:90/94 field test data quality justify some procedural and substantive actions for the full-scale study. The reliability reinterview design offered an extremely valuable mechanism to assess portions of the BPS instrument. Suggested changes that grew out of this evaluation include: anchoring certain questions to reference dates for clarification, as applicable; reduction in the degree of satisfaction scale to two options (satisfied, dissatisfied); specific clarification of question wordings to enhance the likelihood of consistent, reliable responses; and, elimination of items concerning social factors in determining lifelong work goals.

The presence of an order effect in the series of questions pertaining to the respondent's activities while attending the specified principal school implies that the use of a random starting point for these questions should continue in the full-scale study. With the aim of minimizing the potential order effect further, multiple questions in the series may be treated as a unit when random start points are determined.

BPS project staff and TRP members suggested a number of instrument revisions based in part on the evaluation of up-coding of "other, specify" text. The item concerning licensing exams may be restricted to those having taken any such exams, rather than including expectations. The reason for taking a job not related to one's field of study might be limited to those having attained a postsecondary degree, diploma or certificate (which was the original intent of this item). Response option modifications and clarifications for a number of items may also facilitate improvements in data quality and efficiency in data collection. In the graduate school experiences section, a number of items are suggested for elimination: reasons for not applying to graduate school; reasons for applying to graduate school; and reasons for enrolling at a particular school.

Another recommendation is to restrict dollar amount indeterminacy conversion attempts to respondents answering "Don't Know" to those questions. While this approach was quite successful in reducing indeterminacies for such cases in the field test, refusal responses were converted much less frequently.

The evaluation of the BPS:90/94 field test survey allows the opportunity for positive adjustments to the design and implementation of the study. The full-scale survey will reap the benefits of this evaluation. Given the longitudinal nature of the BPS series, later studies should also receive direct benefit from the BPS:90/94 field test survey.

Appendix A

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Appendix B

Student Prenotification Materials

Introductory Letter from U.S. Department of Education Official
BPS Study Leaflet (enclosed with all letters)
Student Prenotification/Tracing Letter
Directory Update Information

March 1993

Dear BPS Participant:

The National Center for Education Statistics (NCES) in the U.S. Department of Education has a mandate to provide Congress and other policymakers with information about the condition of education in the United States. This includes data on access to and persistence in postsecondary education, as well as information about experiences in the workforce and how these experiences are related to education. The *Beginning Postsecondary Students (BPS)* Longitudinal Study, in which you have been a continuing participant, is one of the major surveys used to provide this information. NCES is now preparing to conduct the second *BPS* followup to further examine these issues, and has authorized Research Triangle Institute and Abt Associates Inc. to conduct the study.

I am writing to thank you for your previous support and to encourage your continuing participation. As the name *Beginning Postsecondary Students* suggests, individuals were selected for participation in *BPS* when they first enrolled in postsecondary education. Only a limited number of individuals were selected. Therefore, you and each of the others selected represent hundreds of similar students who first entered a college or vocational school at the same time you did. You have provided a lot of information to us in the past, and we greatly appreciate this. Now we need to ask you a few more questions about what has happened since we last contacted you. Only you, as a past respondent, can help us with these questions. The answers to these questions will help to inform national policy and to assure that the U.S. Department of Education responds to the needs of all students in its efforts to improve the quality of education in our country.

BPS is authorized by law [20 U.S.C. 1221e-1 and PL 100-297, Sections 300(i) and 300(k)], and is subject to strict non-disclosure provisions. NCES and its contractors adhere to strict confidentiality standards in protecting the privacy of individuals involved in our studies. Stringent measures are in place to safeguard the confidentiality of participants during the collection, analysis, and reporting of all survey data. Data are used only for statistical purposes. The identity of individuals will not be disclosed, and no individual data will be reported.

We sincerely appreciate your cooperation in helping us with this important study. Your contribution is of unique importance, and we recognize your personal efforts in taking the time to tell us about your experiences. If you have any questions about the study, please contact Terry Blake, toll free, at 1-800-982-8739.

Sincerely,

Emerson Elliott
Commissioner

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY

The National Center for Education Statistics (NCES) of the Office of Educational Research and Improvement (OERI), has responded both to Congressional mandates and to the pressing challenges of education in the United States with the Postsecondary Longitudinal Studies (PLS) program. The ***Beginning Postsecondary Students (BPS)*** Longitudinal Study is designed specifically to collect data related to progress, persistence, and completion of postsecondary education programs; entry into the work force; the relationship between experiences at the undergraduate level and experiences after program completion; and personal and social returns from a postsecondary education.

Expanded Representation

Previous longitudinal study programs have been based on a single age cohort beginning when they were in high school or earlier. PLS Studies are based on groups of students enrolled in postsecondary education at a particular point, regardless of their age.

The ***Beginning Postsecondary Students (BPS)*** Longitudinal Study include students who were first surveyed as part of the National Postsecondary Student Aid Study (NPSAS). NPSAS includes everyone in postsecondary education, regardless of age or level of postsecondary enrollment. For this ***BPS*** cohort, NPSAS:90 participants who had just started their postsecondary education will be interviewed at two-year intervals throughout their education and into the work force. A related PLS survey, Baccalaureate and Beyond (B&B), will include bachelor's degree recipients who are surveyed as part of NPSAS:93.

The ***BPS*** Longitudinal Study differs from previous longitudinal studies in that it started with a cohort of individuals as they began their postsecondary studies, regardless of when they completed high school. ***BPS*** provides information about "nontraditional" postsecondary students, those who have delayed postsecondary education due to work, military service, family responsibilities, or other reasons, as well as about more "traditional" students. This is very important, since the "nontraditional" student represents a steadily growing segment of the postsecondary student population. All forms of postsecondary education - academic, vocational/occupational, and technical - are included in this study.

Addresses Policy Questions

Major educational policy questions important to all Americans can be addressed from the information collected during ***BPS***, such as:

- How is postsecondary education financed?
- What fields of study are pursued and when do students make their final choice?
- How extensive and what are the patterns of transfers between colleges?
- What is the extent and timing of program completion?
- What is the rate of progress toward and attainment of degrees, licenses, or certificates?
- What is the nature and timing of application to and entrance into graduate or professional school?
- What relationships are there between postsecondary education experience and subsequent life experiences (jobs, family formation, lifestyles)?
- How does a postsecondary education differ for different types of college students?

Participants and Schedule

BPS followup studies are being conducted at two-year intervals. The current ***BPS*** Longitudinal Study is the second followup of students who first entered postsecondary education in the 1989/90 school year and who were initially surveyed as part of the National Postsecondary Student Aid Study (NPSAS:90).

The ***BPS*** second followup field test, to be conducted in the spring of 1993, will involve about 1,400 students who entered 67 postsecondary institutions in the 1988/89 school year.

The ***BPS*** second followup full survey, to be conducted in the spring of 1994, will involve over 7,000 students from about 1,200 postsecondary institutions who were enrolled for the first time during 1989/90.

The ***BPS*** second followup will involve extensive efforts to locate students and to conduct a computer-assisted telephone interview (CATI) designed to determine their education, work, and related experiences during the two year interval since they were last surveyed.

Endorsing Organizations

The American Association of State Colleges and Universities
The American Association of Collegiate Registrars and Admissions Officers
The American Association of Community and Junior Colleges
The American Council on Education
The Career College Association
The College Board
The National Association of Accredited Cosmetology Schools
The National Association of College and University Business Officers
The National Association of Student Financial Aid Administrators
The National Institute of Independent Colleges and Universities

A WORD ABOUT CONFIDENTIALITY

The ***Beginning Postsecondary Students*** Longitudinal Study is being conducted for the National Center for Education Statistics (NCES) of the U. S. Department of Education, Washington, DC, as authorized by law [20 USC 1221e-1] and the Higher Education Amendments of 1986, as amended by the Hawkins-Stafford Amendments of 1988 [PL 100-297, Sections 300(i) and 300(k)]. The study is being conducted by the Research Triangle Institute (RTI), a not-for-profit research organization in North Carolina. RTI is being assisted in the study by the Chicago office of Abt Associates Inc. (Abt) and by MPR Associates, located in Berkeley, California.

Strict confidentiality of all information obtained from the *BPS* study as well as from the earlier National Postsecondary Student Aid Study (NPSAS) is assured by current federal laws and regulations. These include the Privacy Act of 1974 [5 USC 552a], the Family Education Rights and Privacy Act [20 USC 1232g], the General Education Provisions Act, as amended by the Hawkins-Stafford Amendments of 1988 [PL 100-297], Privacy Act Regulations [34 CFR Part 56], and NCES Standards and Policies. These data will be combined to produce reports for Congress and others. Only a limited number of researchers may be authorized by NCES to access information that may identify individuals, and these researchers are subject to fines and imprisonment for misuse or disclosure of individual data. Under these laws and regulations no person may use this information for other than statistical purposes.

Extraordinary procedures have been implemented to ensure confidentiality and privacy of individual information.

Specifically:

- All project staff with any access to study data have taken an oath of nondisclosure which subjects them to possible fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected data files, and all personally identifying information is maintained in files separate from files containing descriptive information.
- Any data released to the general public (for example, statistical tables) will be tailored so that it is not possible to identify specific individuals or institutions.

These procedures have been reviewed and approved by the federal government and by the RTI Committee for the Protection of Human Subjects.

For Further Information

If you have any questions or concerns about the confidentiality of any information that you provide for this study, or about any other aspects of this study, please do not hesitate to call toll free any of the study principals listed below.

RTI Project Director:
Dr. Graham Burkheimer, 1-800-334-8571

AAI Deputy Director:
Mr. Kurt Veith, 1-800-982-8739

If you have additional questions, you can also call the NCES Project Officer, Dr. Paula Knepper, at (202) 219-1914.

BPS

Beginning Postsecondary Students Longitudinal Study

National Center for Education Statistics
U.S. Department of Education
February 1993

Student Pronotification/Tracing Letter

March 1993

Dear BPS Participant:

The National Center for Education Statistics (NCES) of the U.S. Department of Education has authorized Research Triangle Institute (RTI) and Abt Associates Inc. to conduct the Second Followup of the *Beginning Postsecondary Students (BPS)* Longitudinal Study, in which you first participated in 1989. As you may remember, *BPS* was designed to identify students when they first began their postsecondary education (hence the name), regardless of age or length of time out of high school, and to collect information concerning educational and employment experiences at selected intervals after entry. The data will be used to provide information to policymakers and others concerning educational participation and progress, program completion, and workforce experiences in an increasingly competitive environment.

In the previous interviews, you gave us information on how to contact you so that you could continue to take part in this important study. We are now gathering current telephone and address data to prepare for this round of *BPS*. Please take the time to verify, correct, or update the information on the enclosed update sheet, especially if what we have is not correct, or if you plan to move during the period we will be conducting the survey. Please return it to Abt Associates in the postage-paid envelope provided.

You have contributed important information in the past, and your participation has made a valuable contribution to the NCES Postsecondary Longitudinal Studies Program. You and thousands of others have taken part in this program over time, and we sincerely hope you will continue to do so. The information that has been provided through *BPS* serves as a vital resource for educators and policymakers as they address the challenges and debate about the quality of education, the effect of that education on the lives of Americans, and the most productive way to support participation in postsecondary education.

NCES is mandated by Federal Law [20 U.S.C. 1221e-1] to conduct the *Beginning Postsecondary Students* Longitudinal Study. *BPS* collects data about the education and employment experiences of people who have continued their schooling after high school. Only a limited number of researchers will be authorized by NCES to access information that may identify individuals. They may use the data only for statistical purposes and are subject to fines and imprisonment for disclosure or misuse. Data will be combined to produce statistical reports for Congress and others. No individual data will be reported. Your participation in *BPS* is strictly voluntary. However, we need your help collecting these data, as you were selected to represent thousands of others like yourself. Your responses *are necessary* to make the results of this study accurate and useful.

An interviewer from RTI will call to conduct a telephone interview with you sometime during the period February through August of this year. During the interview you will be asked questions about such things as your education, the school(s) you attended or are attending, your employment experiences both while in school and after, how you financed your education, and your goals and aspirations. RTI staff normally controls interviewer quality by monitoring interviewer behavior during parts of some interviews.

The interview is estimated to average about 30 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. You may send comments regarding this estimate of the time necessary to complete the interview or any other aspect of this collection of information, including suggestions for reducing the burden of response, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0631, Washington, D.C, 20202.

Enclosed you will find a letter from the Commissioner of the National Center for Education Statistics, and a leaflet with a brief description of *BPS* as well as greater detail about the confidentiality procedures which will be in place. You will also find an address correction update sheet and postage-paid return envelope. If you would like more information about *BPS*, please call Terry Blake at the following toll-free number: 1-800-886-4993.

We thank you for your past participation and look forward to your continuing help in this exciting and important study.

Sincerely,

Kurt J. Veith
BPS Deputy Project Director, Abt

Paula R. Knepper, Ph.D.
BPS Project Officer, NCES

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY

Participant Number **BPS 5484**

Participant Address Information

A. *This is the address we have as your **local or school address** in 1991. If not currently correct, **please update** in the space provided.*

LABEL: Participant Name Address City, ST, Zip Telephone Number	Name:____________________ Address:____________________ ____________________ Home phone: ( ) ______ Work: ( ) ______

☐ Please check here if all information pre-printed in this section is currently correct.

☐ Please check here if you have only one address and enter that address below as your permanent address.

B. *This is what we have as your **permanent address**. If not currently correct, **please update** in the space provided.*

LABEL: Participant Name Address City, ST, Zip Telephone Number	Name:____________________ Address:____________________ ____________________ Home phone: ( ) ______ Work: ( ) ______

☐ Please check here if all information pre-printed in this section is currently correct.

Thank you for your cooperation and participation. This information is strictly confidential.
Please return this page in the enclosed postage paid envelope.

Appendix C

Supplemental Analytic Results

Table C.1 -- Numbers of Calls Made to Field Test Sample Members by Level and Control of NPSAS:90 Institution

Level	Control	Total Calls		
		N	AVG	SD
Total	Total	1,424	20.06	22.32
	Public	707	21.64	24.23
	Independent	455	19.15	19.87
	Propriety	262	17.37	20.61
Less than 2-Year	Total	252	18.65	22.12
	Public	60	18.97	23.27
	Independent	15	22.40	23.20
	Proprietary	177	18.23	21.73
2-3 Year	Total	44	19.96	21.73
	Public	272	21.98	23.46
	Independent	87	17.91	18.57
	Proprietary	85	15.59	18.03
4+ Year [a]	Total	728	20.61	22.74
	Public	375	21.82	24.96
	Independent	353	19.32	20.07

Note: Statistics based on the 1,424 cases worked in CATI; number of calls is inflated slightly due to supervisory review of cases. Abbreviations used are: N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools were included at this level.

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Table C.2 -- Numbers of Calls Made to Contacted Field Test Sample Members by Level and Control of NPSAS:90 Institution

Level	Control	Total Calls				
		N	MIN	MAX	AVG	SD
Total	Total	1,288	1	144	19.45	22.07
	Public	644	1	144	20.83	23.89
	Independent	413	1	110	18.59	19.61
	Proprietary	231	1	126	17.18	20.70
Less Than 2-Year	Total	219	1	114	17.94	21.52
	Public	53	1	98	18.28	21.34
	Independent	12	1	75	18.33	22.71
	Proprietary	154	1	114	17.79	21.63
2-3 Year	Total	400	1	132	19.73	21.94
	Public	245	1	132	21.60	23.65
	Independent	78	1	98	17.55	18.57
	Proprietary	77	1	126	15.97	18.78
4+ Year [a]	Total	669	1	144	19.79	22.33
	Public	346	1	144	20.67	24.46
	Independent	323	1	110	18.85	19.79

Note: Statistics based on the 1,288 cases contacted in CATI; number of calls is inflated slightly due to supervisory review of cases. Abbreviations used are: N=Number; MIN=Minimum; MAX=Maximum; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

Table C.3 -- Numbers of Calls Made to Interviewed Field Test Sample Members by Level and Control of NPSAS:90 Institution

Level	Control	Total Calls				
		N	MIN	MAX	AVG	SD
Total	Total	1,208	1	140	17.53	19.83
	Public	606	1	140	18.61	21.08
	Independent	387	1	110	17.57	19.26
	Proprietary	215	1	114	14.41	16.70
Less Than 2-Year	Total	203	1	114	15.15	18.21
	Public	49	1	88	15.33	17.64
	Independent	11	1	50	13.18	14.73
	Proprietary	143	1	114	15.24	18.74
2-3 Year	Total	368	1	125	17.28	18.92
	Public	229	1	125	19.14	20.67
	Independent	67	1	98	15.78	18.29
	Proprietary	72	2	52	12.76	11.57
4+ Year [a]	Total	637	1	140	18.44	20.77
	Public	328	1	140	18.74	21.83
	Independent	309	1	110	18.12	19.61

Note: Statistics based on the 1,208 cases interviewed in CATI (including identified non-FTBs, partial interviews and complete interviews); number of calls is inflated slightly due to supervisory review of cases. Abbreviations used are: N=Number; MIN=Minimum; MAX=Maximum; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

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Table C.4 -- Average Elapsed Minutes to Complete Field Test Interview by Level and Control of NPSAS:90 Institution

		1st Estimate [a]		2nd Estimate [b]
Level	Control	Number of Cases	Mean Value	Sum of Section Completion Means
Total	Total	341	39.33	39.16
	Public	155	38.29	38.71
	Independent	115	44.75	42.70
	Proprietary	71	32.81	33.67
Less Than 2-Year	Total	67	32.41	33.32
	Public	12	33.11	34.89
	Independent	5	33.46	31.59
	Proprietary	50	32.14	32.97
2-3 Year	Total	96	35.24	35.77
	Public	65	36.04	36.37
	Independent	10	31.84	34.67
	Proprietary	21	34.42	35.00
4+ Year [c]	Total	178	44.14	42.77
	Public	78	40.97	41.29
	Independent	100	46.61	44.73

[a] These estimates are based on those who completed the interview in one session.

[b] These estimates are based on the sum of the section completion averages for each section. Included in section completion averages are those that completed a given section (but not necessarily the entire interview) in one session.

[c] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

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Table C.5 -- Average Elapsed Minutes to Complete Section A (Introduction and Validation) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

Level	Control	Section A - Introduction & Validation			
		N	AVG	SD	MEDIAN
Total	Total	470	2.30	1.23	2.16
	Public	222	2.33	1.29	2.15
	Independent	158	2.24	0.89	2.14
	Proprietary	90	2.33	1.56	2.17
Less Than 2-Year	Total	89	2.45	1.69	2.25
	Public	19	2.80	1.87	2.35
	Independent	5	2.16	0.58	1.98
	Proprietary	65	2.38	1.69	2.25
2-3 Year	Total	129	2.30	1.35	2.12
	Public	91	2.37	1.45	2.18
	Independent	13	2.05	0.92	2.00
	Proprietary	25	2.19	1.18	2.02
4+ Year [a]	Total	252	2.24	0.94	2.17
	Public	112	2.22	1.00	2.13
	Independent	140	2.26	0.90	2.21

Note: These statistics are based on the 470 cases for whom Section A was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

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Table C.6 -- Average Elapsed Minutes to Complete Section B (Education Experiences) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

Level	Control	Section B - Education Experiences N	AVG	SD	MEDIAN
Total	Total	955	9.45	5.72	9.45
	Public	468	9.78	5.68	9.85
	Independent	316	11.11	5.48	10.88
	Proprietary	171	5.50	4.30	3.82
Less Than 2-Year	Total	158	5.31	4.14	3.76
	Public	37	6.31	4.07	4.45
	Independent	9	5.92	4.37	4.23
	Proprietary	112	4.94	4.12	3.47
2-3 Year	Total	284	8.07	5.63	6.18
	Public	171	8.81	6.07	7.83
	Independent	54	7.37	4.94	5.74
	Proprietary	59	6.58	4.47	5.28
4+ Year [a]	Total	513	11.49	5.28	10.98
	Public	260	10.91	5.31	10.79
	Independent	253	12.09	5.19	11.35

Note: These statistics are based on the 955 cases for whom Section B was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

Table C.7 -- Average Elapsed Minutes to Complete Section C (Employment Experiences) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

Level	Control	Section C - Employment Experiences			
		N	AVG	SD	MEDIAN
Total	Total	989	11.06	4.92	10.20
	Public	481	10.60	4.62	9.85
	Independent	340	11.73	5.03	10.63
	Proprietary	168	11.02	5.38	10.05
Less Than 2-Year	Total	159	10.95	5.34	10.10
	Public	39	11.09	4.91	11.10
	Independent	10	10.12	2.92	9.89
	Proprietary	110	10.98	5.66	10.00
2-3 Year	Total	288	10.39	4.44	9.60
	Public	175	10.22	4.43	9.45
	Independent	55	10.19	4.02	9.68
	Proprietary	58	11.10	4.85	10.18
4+ Year [a]	Total	542	11.45	5.01	10.50
	Public	267	10.78	4.70	10.20
	Independent	275	12.10	5.21	11.30

Note: These statistics are based on the 989 cases for whom Section C was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

Table C.8 -- Average Elapsed Minutes to Complete Section D (Other Education) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

		Section D - Other Education			
Level	Control	N	AVG	SD	MEDIAN
Total	Total	1027	1.16	1.06	0.82
	Public	505	1.15	1.05	0.82
	Independent	345	1.22	1.07	0.83
	Proprietary	177	1.07	1.05	0.77
Less Than 2-Year	Total	165	1.02	0.97	0.77
	Public	40	1.07	1.14	0.83
	Independent	10	0.67	0.25	0.66
	Proprietary	115	1.03	0.95	0.77
2-3 Year	Total	303	1.13	1.10	0.78
	Public	185	1.15	1.09	0.82
	Independent	56	1.07	1.04	0.75
	Proprietary	62	1.14	1.22	0.75
4+ Year [a]	Total	559	1.22	1.05	0.83
	Public	280	1.67	1.01	0.82
	Independent	279	1.27	1.09	0.87

Note: These statistics are based on the 1027 cases for whom Section D was completed in one session. AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

Table C.9 -- Average Elapsed Minutes to Complete Section E (Family & Demographics) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

Level	Control	Section E - Family & Demographics			
		N	AVG	SD	MEDIAN
Total	Total	1025	2.06	1.22	1.73
	Public	508	2.08	1.22	1.77
	Independent	341	1.79	1.06	1.53
	Proprietary	176	2.51	1.40	2.22
Less Than 2-Year	Total	165	2.75	1.78	2.25
	Public	41	3.20	2.38	2.43
	Independent	10	2.82	1.76	2.67
	Proprietary	114	2.39	1.50	2.24
2-3 Year	Total	301	2.22	1.13	1.92
	Public	184	2.16	1.05	1.88
	Independent	55	2.24	1.31	1.93
	Proprietary	62	2.39	1.20	2.22
4+ Year [a]	Total	559	1.77	0.94	1.55
	Public	283	1.87	0.95	1.63
	Independent	276	1.66	0.92	1.49

Note: These statistics are based on the 1025 cases for whom Section E was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

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Table C.10 -- Average Elapsed Minutes to Complete Section F (Education Financing) for the BPS:90/94 Field Test Interview by Level and Control by NPSAS:90 Institution

		Section F - Education Financing			
Level	Control	N	AVG	SD	MEDIAN
Total	Total	1034	3.62	2.70	3.18
	Public	509	3.42	2.55	3.07
	Independent	348	4.57	2.97	4.23
	Proprietary	177	2.32	1.72	2.03
Less Than 2-Year	Total	167	2.00	1.62	1.77
	Public	41	1.90	1.75	1.43
	Independent	10	1.42	1.90	0.50
	Proprietary	116	2.08	1.55	1.85
2-3 Year	Total	303	2.73	2.18	2.15
	Public	186	2.71	2.26	2.05
	Independent	56	2.73	2.19	2.21
	Proprietary	61	2.77	1.95	2.27
4+ Year [a]	Total	564	4.58	2.81	4.30
	Public	282	4.11	2.61	3.94
	Independent	282	5.05	2.93	4.65

Note: These statistics are based on the 1034 cases for whom Section F was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

Table C.11 -- Average Elapsed Minutes to Complete Section G (Financial Information) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

		Section G - Financial Information			
Level	Control	N	AVG	SD	MEDIAN
Total	Total	1027	3.29	1.63	3.02
	Public	507	3.23	1.28	2.97
	Independent	343	3.23	1.97	2.95
	Proprietary	177	3.61	1.74	3.30
Less Than 2-Year	Total	165	3.66	1.79	3.38
	Public	40	3.56	1.46	3.51
	Independent	10	3.10	0.89	3.03
	Proprietary	115	3.75	1.95	3.38
2-3 Year	Total	302	3.29	1.25	3.03
	Public	184	3.29	1.31	2.98
	Independent	56	3.19	1.03	3.04
	Proprietary	62	3.37	1.24	3.21
4+ Year [a]	Total	560	3.19	1.74	2.91
	Public	283	3.14	1.22	2.90
	Independent	277	3.24	2.14	2.93

Note: These statistics are based on the 1027 cases for whom Section G was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

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Table C.12 -- Average Elapsed Minutes to Complete Section H (Graduate School Plans) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

		Section H - Graduate School Plans			
Level	Control	N	AVG	SD	MEDIAN
Total	Total	1031	0.79	1.57	0.00
	Public	507	0.75	1.54	0.00
	Independent	347	1.25	1.83	0.67
	Proprietary	177	0.02	0.10	0.00
Less Than 2-Year	Total	166	0.02	0.11	0.00
	Public	41	0.05	0.19	0.00
	Independent	10	0.07	0.21	0.00
	Proprietary	115	0.00	0.00	0.00
2-3 Year	Total	304	0.26	0.86	0.00
	Public	186	0.31	0.95	0.00
	Independent	56	0.34	0.95	0.00
	Proprietary	62	0.05	0.16	0.00
4+ Year [a]	Total	561	1.30	1.89	0.68
	Public	280	1.13	1.83	0.45
	Independent	281	1.47	1.93	0.82

Note: These statistics are based on the 1031 cases for whom Section H was completed in one session. This includes times of zero for 581 cases where Section H was not applicable. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

Table C.13 -- Average Elapsed Minutes to Complete Section I (Public Service) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

Level	Control	Section I - Public Service			
		N	AVG	SD	MEDIAN
Total	Total	1034	0.96	0.71	0.65
	Public	509	0.93	0.66	0.65
	Independent	348	1.09	0.80	0.70
	Proprietary	177	0.77	0.61	0.60
Less Than 2-Year	Total	166	0.73	0.53	0.60
	Public	41	0.66	0.28	0.63
	Independent	10	0.61	0.18	0.64
	Proprietary	115	0.76	0.61	0.60
2-3 Year	Total	303	0.84	0.57	0.62
	Public	185	0.83	0.53	0.62
	Independent	56	0.94	0.65	0.66
	Proprietary	62	0.79	0.62	0.63
4+ Year [a]	Total	565	1.09	0.79	0.70
	Public	283	1.04	0.75	0.67
	Independent	282	1.14	0.83	0.70

Note: These statistics are based on the 1034 cases for whom Section I was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

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Table C.14 -- Average Elapsed Minutes to Complete Section J (Locator Information) for the BPS:90/94 Field Test Interview by Level and Control of NPSAS:90 Institution

		Section J - Locator Information			
Level	**Control**	**N**	**AVG**	**SD**	**MEDIAN**
Total	**Total**	1032	4.47	1.55	4.20
	Public	508	4.44	1.56	4.10
	Independent	347	4.47	1.44	4.22
	Proprietary	177	4.52	1.73	4.37
Less Than 2-Year	**Total**	165	4.43	1.81	4.32
	Public	40	4.25	1.60	3.99
	Independent	10	4.70	1.52	4.40
	Proprietary	115	4.47	1.90	4.32
2-3 Year	**Total**	303	4.54	1.55	4.35
	Public	185	4.52	1.69	4.12
	Independent	56	4.55	1.22	4.43
	Proprietary	62	4.62	1.36	4.49
4+ Year [a]	**Total**	564	4.44	1.47	4.14
	Public	283	4.42	1.47	4.08
	Independent	281	4.45	1.48	4.17

Note: These statistics are based on the 1032 cases for whom Section J was completed in one session. N=Number; AVG=Mean; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no proprietary schools included at this level.

Table C.15 -- Average Elapsed Minutes for On-Line Coding

		Number of Repeats[a]			Average Minutes Per Repeat[b]				
Type of Coding	Average Minutes	MIN	MAX	AVG	AVG	SD	Q1	Q2	Q3
Total	3.53	0	14	4.87	NA	NA	NA	NA	NA
Institution Coding (IPEDS)									
School Attended	0.27	0	3	0.37	0.73	0.57	0.40	0.55	0.80
Graduate Schools Applied To	0.07	0	2	0.10	0.75	0.54	0.42	0.53	0.88
Field of Study Coding									
Undergraduate Major	0.89	0	5	1.53	0.58	0.56	0.33	0.43	0.63
Graduate Major	0.02	0	2	0.04	0.48	0.30	0.27	0.37	0.55
Other Education Training	0.12	0	4	0.14	0.81	0.66	0.40	0.54	0.98
Intended Graduate Major	0.05	0	2	0.15	0.37	0.19	0.25	0.33	0.40
Industry/Occupation Coding									
Combined Industry/Occupation	1.46	0	4	1.51	0.47	0.59	0.60	0.82	1.15
Occupation Only	0.07	0	2	0.08	0.95	0.42	0.67	0.88	1.15
Intended Occupation in Five Years	0.57	0	1	0.96	0.60	0.35	0.37	0.50	0.73

Note: MIN=Minimum; MAX=Maximum; AVG=Mean Value; SD=Standard Deviation; Q1=1st Quartile; Q2=2nd Quartile; Q3=3rd Quartile.

[a] Based on 1024 completed interviews having no breakoffs during on-line coding. Zero times, where coding was not implemented, are included.

[b] Based on all repeats for the given type of coding. No zero times are included.

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Appendix D

BPS:90/94 Field Test Facsimile Questionnaire
Main Interview
Reliability Reinterview

MAIN INTERVIEW
BPS:90/94 Field Test Facsimile Questionnaire

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A. Introduction

[IF CALL-IN: IF PARTIAL INTERVIEW CALLBACK, GO TO A02D;
ELSE (START OF INTERVIEW), GO TO A02A]
>INT1<
Hello, my name is __________ and I am with the Research Triangle Institute.
I am calling on behalf of the United States Department of Education.
May I speak to [fill NAME OF RESPONDENT]?

<1> AVAILABLE
<2> NOT AVAILABLE BUT LIVES HERE
<3> DOES NOT LIVE AT THIS NUMBER [GOTO INT2]
<4> OTHER
===>
[IF INT1=2, THEN GO TO APPOINTMENT SCREEN TO MAKE APPOINTMENT;
ELSE IF INT1=1: IF PARTIAL INTERVIEW CALLBACK, GO TO A02E;
ELSE (START OF INTERVIEW) GO TO A02B;
ELSE (INT1=4), RETURN TO CASE-LEVEL TRACING MENU]

>INT2< [store <> in INT2]
[r] READ IF NECESSARY [n]
I am calling on behalf of the United States Department of
Education about an educational study.

Can you tell me how to get in touch with [fill NAME OF RESPONDENT],
or anyone else who might know how to get in touch with
[fill NAME OF RESPONDENT]?

<1> YES - HAS SOME INFO ON WHERE SUBJECT IS
<2> DOES NOT KNOW SUBJECT/NO IDEA WHERE SUBJECT IS
<3> STUDENT DECEASED
<4> STUDENT OUT OF COUNTRY
<5> [r] SUBJECT LIVES HERE [n]
<6> STUDENT ELIGIBLE BUT UNAVAILABLE (INSTITUTIONALIZED)
<7> OTHER
<8> NEED TO SET AN APPOINTMENT; BRANCH TO APPT SCREEN
===>
[IF INT2=1, THEN COLLECT NEW TRACE INFORMATION AND RETURN TO CASE LEVEL TRACING MENU; ELSE IF INT2=3 OR INT2=4 OR INT2=6, SET FINAL RESULT CODE FOR CASE; ELSE IF INT2=8, SET AN APPOINTMENT ON APPT SCREEN; ELSE IF INT2=5, THEN GO TO here; ELSE RETURN TO CASE LEVEL TRACING MENU]

>here< [store <> in here]
May I speak to [fill NAME OF RESPONDENT]?

<1> AVAILABLE
<2> NOT AVAILABLE - SCHEDULE A CALLBACK
===>
[IF here=2, GO TO APPOINTMENT SCREEN TO SET AN APPT.; ELSE IF PARTIAL INTERVIEW CALLBACK THEN GO TO A02E; ELSE (START OF INTERVIEW) GO TO A02B]

>A02A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF NOT CALL-IN, GO TO A02B]
My name is (INTERVIEWER NAME);
Research Triangle Institute is conducting this study for the U.S. Department of Education.

ENTER <1> TO CONTINUE
===> [goto A02C]

>A02B< [allow 2]
Hello, my name is (INTERVIEWER NAME) and I am calling for the U.S. Department of Education from Research Triangle Institute.

ENTER <1> TO CONTINUE
===>

>A02C< [allow 2]
Recently, we sent a letter explaining the Beginning Postsecondary Students Survey that we are now conducting.
Did you receive the letter?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===> [goto A03A]

>A02D< [allow 1]
[RESTART INTERVIEW; GO TO A02E IF NOT CALL-IN]
Thanks for calling back; my name is (INTERVIEWER NAME).
We would like to complete the interview now.
[r]INTERVIEWER: FILL IN APPROPRIATELY BELOW. DO NOT ASK.[n]

<1> AVAILABLE -- GO TO RESTART POINT [goto RESTART POINT]
<2> NOT AVAILABLE -- GO TO RESCHEDULE [goto APPOINTMENT SCREEN]
===>

>A02E< [allow 1]
[RESTART INTERVIEW]
Hello, my name is (INTERVIEWER NAME). I'm calling back from the Research Triangle Institute about the Beginning Postsecondary Students Study that we talked about recently. We would like to finish the interview now.
[r]INTERVIEWER: FILL IN APPROPRIATELY BELOW. DO NOT ASK.[n]

<1> AVAILABLE -- GO TO RESTART POINT [goto RESTART POINT]
<2> NOT AVAILABLE -- GO TO RESCHEDULE [goto APPOINTMENT SCREEN]
===>

>A03A< [allow 2]
[IF NOT IN NEWSLETTER GROUP, SET A03A/A03B/A03C TO -1 AND GO TO A03D]
Do you recall receiving the newsletter we mailed with the packet?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A03B< [allow 2]
[IF A03A ^= 1, SET A03B/A03C TO -1 AND GO TO A03D]
Did your read the newsletter?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A03C< [allow 2]
[IF A03B ^= 1, SET A03C TO -1 AND GO TO A03D]
Did you find the newsletter informative?
[r]INTERVIEWER: ENTER RELEVANT COMMENT THROUGH NOTE COMMAND.[n]

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A03D< [allow 1]
[LONG INTRODUCTION: IF RECEIVED LETTER OR NEWSLETTER, GO TO A03G (BRIEF INTRO)]
Let me summarize the letter. In the spring of 1989 you participated in a study about student financial aid, and you were also selected for the first follow-up in the spring of 1991. The National Center for Education Statistics is mandated by Federal law (20 U.S.C. 1221e-1) to conduct this study. The study collects data about the education and employment experiences of people who have continued their schooling after high school. These data will be used [r]only[n] for statistical reporting. Only a limited number of researchers will be authorized to have access to information which could be used to identify individuals By law, they may only use the data for statistical purposes.

While your participation is strictly voluntary, your cooperation is necessary for the data to be accurate and reliable.

ENTER <1> TO CONTINUE
===>

>A03E< [allow 1]
[r]INTERVIEWER: IF YOU REACH THIS SCREEN DURING A RESTART, BACK UP ONE SCREEN AND READ THE FULL THREE-PAGE STATEMENT.[n]

(Since this study will determine how student participation in higher education can be better supported and encouraged, your continued participation will be extremely helpful to future students and others who are interested in improving postsecondary education.)

The interview takes, on average, slightly more than 30 minutes. Because you provided information before, some questions will be based on your previous responses.

Neither your participation in this study nor any answers you provide will affect any benefits you are receiving or expect to receive. You may decline to answer any question and may stop at any time.

ENTER <1> TO CONTINUE

===>

>A03F< [allow 1]
[r]INTERVIEWER: IF YOU REACH THIS SCREEN DURING A RESTART, BACK UP TWO SCREENS AND READ THE FULL THREE-PAGE STATEMENT.[n]

RTI staff normally control quality of interviewer behavior by monitoring interviewers during parts of some interviews. If you have any questions about the survey, you can call our Project Staff {Graham Burkheimer, Dan Pratt, or Karen Blackwell} at (800) 334-8571. Now we would like to begin.

[r]INTERVIEWER: FILL IN WITHOUT ASKING A QUESTION. IF SUBJECT[n]
[r]EXPLICITLY REFUSES ON HIS/HER OWN TO CONTINUE WITHOUT THE LETTER[n]
[r]TRY TO PERSUADE HIM/HER TO GO ON. ONLY AFTER ATTEMPTS AT [n]
[r]PERSUASION SHOULD YOU ANSWER RESPONSE ALTERNATIVE 1.[n]

<1> REFUSES TO CONTINUE WITHOUT LETTER [goto REMAIL ADDRESS COLLECTION SCREEN]
<2> DOES NOT REQUEST NEW LETTER [goto A05A]
===>

>A03G< [allow 1]
[BRIEF INTRODUCTION FOR THOSE RECEIVING LETTER]
As we said in the letter, you first participated in this study in the spring of 1989, and were selected for participation in the follow-ups at that time. The National Center for Education Statistics is mandated by Federal law (20 U.S.C. 1221e-1) to conduct this study, which collects data about education and employment experiences of people who have continued their schooling after high school. These data will be used [r]only[n] for statistical reporting. Only a limited number of researchers will be authorized to have access to information which could be used to identify individuals. By law, they may only use the data for statistical purposes.

The interview takes, on average, slightly more than 30 minutes. Because you provided information before, some questions will be based on your previous responses.

ENTER <1> TO CONTINUE
===>

>A03H< [allow 1]
[r]INTERVIEWER: IF YOU REACH THIS SCREEN DURING A RESTART, BACK UP ONE SCREEN AND READ THE FULL TWO-PAGE STATEMENT.[n]

Your participation in the study has been, and continues to be, voluntary and neither your participation in this study nor any answers you provide will affect any benefits you are receiving or expect to receive. You may decline to answer any question and may stop at any time. Since this study will determine how student participation in higher education can be better supported and encouraged, your continued participation will be extremely helpful to future students and others who are interested in improving postsecondary education.

If you have any questions about the survey, you can call our Project Staff {Graham Burkheimer, Dan Pratt, or Karen Blackwell} at (800) 334-8571. We would now like to begin.

```
ENTER <1> TO CONTINUE
===> [goto A05A]

>A05A< [allow 2]
[TIME STAMP ON THIS SCREEN]
Before we go on, we want to verify that you attended
[fill NAME OF NPSAS SCHOOL]
at some time during the last 5 years.  Is that correct?

 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05B< [allow 2]
[IF A05A = NO, MAY HAVE WRONG PERSON; GO TO A06A IF A05A ^= NO]
Did you ever attend
[fill NAME OF NPSAS SCHOOL]?

 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05C< [allow 2]
[IF A05B NOT YES, GO TO A05E]
When did you last attend
[fill NAME OF NPSAS SCHOOL]?

YEAR:
<01-93> ENTER LAST TWO DIGITS OF YEAR
   <-8> DON'T KNOW
   <-7> REFUSE
===>

>A05D< [allow 1][no erase]
[IF NPSAS ENROLLMENT >= 1988, GO TO A06A; GO TO A05E IF REFUSE, DON'T KNOW, OR
 DATE BETWEEN 1980 AND 1987 INCLUSIVE]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]

<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT  [goto A05C]
===>

>A05E< [allow 2]
Let me make sure we have the right person.  Is your name
[RESPONDENT'S NAME]?

 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>
```

>A05F< [allow 2][no erase]
[IF A05E = YES, GO TO ASSN]
Have you ever been known by that name?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05G< [allow 2]
[INFORMATION COLLECTED IN USER EXIT]
What is your full name?

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

```
************** Name, Address, Phone Number User Exit Heading ************

          ===================== NAME ======================
          |                                               |
          |    (first)     (initial)          (last)      |
          =================================================

          ==================== ADDRESS ====================
          |                                               |
          |             (street address, line 1)          |
          |                                               |
          |             (street address, line 2)          |
          |                                               |
          |        (city)            (state)  (zip code)  |
          =================================================

          ================= PHONE NUMBER ==================
          |                                               |
          =================================================

Use arrow keys & TAB to move around.  Press F2 for help.  Press F10 when done.
     Press F3 for "don't know", F4 for "refuse", F5 for "no telephone".
*****************************************************************************
```

>ASSN< [allow 9]
[IF SSN NOT AVAILABLE, GO TO A05K]
Please tell me your Social Security Number.

<001000000-728999999> ENTER RESPONDENT'S 9-DIGIT SOCIAL SECURITY NUMBER
<-1> NO SOCIAL SECURITY NUMBER
<-7> REFUSE
<-8> DON'T KNOW
===>

>ASNV< [allow 1]
[IF SSN NOT PROVIDED, GO TO A05K]
INTERVIEWER: PLEASE EVALUATE THE SOCIAL SECURITY NUMBER THAT RESPONDENT JUST GAVE YOU WITH THE ONE WE HAVE IN OUR FILE FOR THE CORRECT SAMPLE MEMBER. INDICATE YOUR EVALUATION BELOW. IF THE NUMBER YOU JUST ENTERED IS IN ERROR, BACK UP AND FIX IT.

```
[r]DO NOT READ THESE NUMBERS TO RESPONDENT UNDER ANY CIRCUMSTANCES![n]

     NUMBER JUST GIVEN: [fill ASSN]
     NUMBER ON FILE:    [fill PSSN]

<1> NUMBERS IDENTICAL        [goto A06A]
<2> NUMBERS NEARLY IDENTICAL
<3> NUMBERS NOT THE SAME
===>

>A05K< [allow 2]
[IF COMPLETE PRELOAD BIRTHDATE NOT AVAILABLE, GO TO A05L]
Is your birth date [fill BIRTHDATE]?

 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05L< [allow 2]
[IF BIRTHDATE VERIFIED, GO TO A05P]
What is your birth date?

[r]PREVIOUSLY PROVIDED RESULT WAS [fill BIRTHDATE][n]

MONTH:
<1> JAN   <2> FEB   <3> MAR   <4> APR   <5> MAY   <6> JUN
<7> JUL   <8> AUG   <9> SEP  <10> OCT  <11> NOV  <12> DEC
<-8> DON'T KNOW   <-7> REFUSE
===>

>A05M< [allow 2][no erase]

DAY:
<1-31> ENTER DAY OF MONTH
===>

>A05N< [allow 2][no erase]

YEAR:
<01-93> ENTER LAST TWO DIGITS OF YEAR
   <-8> DON'T KNOW
   <-7> REFUSE
===>

>A05O< [allow 1][no erase]
[CHECK FOR "YOUNG" RESPONDENTS: IF BIRTH YEAR <= 1972, GO TO A05P]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]

<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT   [goto A05L]
===>

>A05P< [allow 2]
[IF GENDER NOT AVAILABLE, GO TO A05R]
[r]INTERVIEWER: ASK QUESTION ONLY IF GENDER IS NOT ALREADY OBVIOUS.[n]
```

[r]IF YOU ARE SURE OF GENDER, ENTER WITHOUT ASKING; IF YOU THINK[n]
[r]YOU KNOW, VERIFY WHAT YOU THINK GENDER TO BE.[n]

Our records show you to be [fill GENDER], is that right?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05R< [allow 40]
[IF BIRTHDATE NOT VERIFIED, GO TO A05S (MAY HAVE WRONG PERSON)]
You seem to be the right person. Do you know of any reason why our
information shows you were enrolled in
[fill NAME OF NPSAS SCHOOL]
at some time during the period 1 July 1988 through 30 June 1989?

[r]INTERVIEWER: INDICATE REASON BELOW.[n]
[r]ALSO FILL OUT PROBLEM SHEET FOR UNUSUAL SITUATIONS.[n]

(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===>

>A05S< [allow 1]
[TIME STAMP ON THIS SCREEN]
There seems to be a problem with the information I have. After
checking with my supervisor, I may need to call you back. Thank you
you for your time.

ENTER <1> TO CONTINUE
===> [goto K111]

>A06A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF HIGH SCHOOL STATUS CONFIRMED, STORE PRELOAD IN
A06B, SET A06A TO 3, AND GO TO A07A; IF STATUS NOT AVAILABLE, GO TO A06B]
We show that you
[fill HIGH SCHOOL STATUS INFORMATION]
Is that correct?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A06B< [allow 2]
[IF A06A = YES, STORE PRELOAD STATUS IN A06B, AND GO TO A07A]
What type of high school diploma did you receive?

[r]INTERVIEWER: DO NOT READ ALL POSSIBLE RESPONSES. ASK QUESTION[n]
[r]AND THEN VERIFY YOUR INTERPRETATION OF SUBJECT'S ANSWER. YOU [n]
[r]MAY USE THE RESPONSES AS PROMPTS, IF IT SEEMS THAT SUBJECT DOES [n]
[r]NOT UNDERSTAND THE QUESTION.[n]

<1> REGULAR DIPLOMA FROM A PUBLIC OR PRIVATE HIGH SCHOOL
<2> DIPLOMA OR CERTIFICATE THROUGH THE GED OR OTHER EQUIVALENCY TEST
<3> CERTIFICATE OF HIGH SCHOOL COMPLETION
<4> DID NOT COMPLETE HIGH SCHOOL OR HIGH SCHOOL EQUIVALENT
<-8> DON'T KNOW
<-7> REFUSE
===>
[IF A06B = -7/-8, SET A06A TO 0 AND STORE PRELOAD STATUS IN A06B; ELSE IF A06A MISSING, SET A06A TO 2; ELSE IF A06B = PRELOAD STATUS, SET A06A TO 1]

>A07A< [allow 2]
[IF A06B = 4 (DIDN'T COMPLETE HIGH SCHOOL), STORE A06A IN A07A, SET A07B TO -1, GO TO A08A; IF HIGH SCHOOL YEAR CONFIRMED, STORE PRELOAD IN A07B, GO TO A08A; IF YEAR UNAVAILABLE, GO TO A07B]
We show that you received your high school diploma or certificate in
[fill YEAR]. Is that correct?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A07B< [allow 2]
[(IF NOT A BACKTRACK FROM A08) IF A07A = 1, STORE PRELOAD YEAR IN A07B, GO TO A08A]
In what year did you receive your high school diploma or certificate?

YEAR:
<20-93> ENTER LAST TWO DIGITS OF YEAR
===>
[IF A07B = PRELOAD YEAR, SET A07A TO 1; ELSE, SET A07A TO 2]

>A08A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF KNOWN FTB FROM BPS:90/92, GO TO A09A; ELSE IF HIGH SCHOOL YEAR BETWEEN 1980 AND 1988, GO TO A08C]
During the entire time you were enrolled in
[fill NAME OF NPSAS SCHOOL]
between 1 July 1988 and 30 June 1989, was your coursework
[r]only[n] for high school completion?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08B< [allow 1][no erase]
[IF A08A ^= YES, GO TO A08C]
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]

<1> RESPONSE WAS CORRECT [INELIGIBLE: GO TO K100]
<2> RESPONSE WAS NOT CORRECT [goto A08A]
===>

>A08C< [allow 2]
After high school, was
[fill NAME OF NPSAS SCHOOL]
the first higher education institution you enrolled in to take
courses?

[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES [goto A08E]
<2> NO
===>

>A08D< [allow 50]
What was the first higher education institution you ever enrolled in
to take courses, after high school?

(SPECIFY BELOW ... UP TO 50 CHARACTERS)
===>

>A08E< [allow 2]
When did you first attend
[fill (IF A08C=1, NAME OF NPSAS SCHOOL; ELSE, A08D)]
after high school?

YEAR:
<20-93> ENTER LAST TWO DIGITS OF YEAR
===>

>A08F< [allow 2][no erase]

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>A08G< [allow 1]
[IF A08E >= 1988 OR INDETERMINATE, GO TO A08N; ELSE IF A07B > A08E OR A07B
INDETERMINATE, GO TO A08H]
Just to make sure we have this recorded correctly, you completed high
school in 19[fill A07B] and first attended
[fill (IF A08C=1, NAME OF NPSAS SCHOOL; ELSE, A08D)]
in 19[fill A08E]. Is that correct?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES -- PROBE FOR[n]
[r]APPROPRIATE RESPONSE FOR INCORRECT![n]

<1> INFORMATION IS CORRECT [INELIGIBLE: GO TO K100]
<2> POSTSECONDARY ATTENDANCE INFORMATION IS INCORRECT [GO TO A08C]
<3> HIGH SCHOOL GRADUATION DATE INFORMATION IS INCORRECT [GO TO A07B]
===>

>A08H< [allow 1]
Just to make sure we have this recorded correctly, you first attended
[fill (IF A08C=1, NAME OF NPSAS SCHOOL; ELSE, A08D)]
in 19[fill A08E], which was before you completed high school
[fill YEAR(IF APPLICABLE)]. Is that correct?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES -- PROBE FOR[n]
[r]APPROPRIATE RESPONSE FOR INCORRECT![n]

<1> INFORMATION IS CORRECT
<2> POSTSECONDARY ATTENDANCE INFORMATION IS INCORRECT [GO TO A08C]
<3> HIGH SCHOOL GRADUATION DATE INFORMATION IS INCORRECT [GO TO A07B]
===>

>A08I< [allow 2]
When you first attended
[fill (IF A08C=1, NAME OF NPSAS SCHOOL; ELSE, A08D)]
in 19[fill A08E], were you enrolled in a program or coursework only
for high school credit?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08J< [allow 1][no erase]
[IF A08I ^= NO, GO TO A08K]
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]

<1> RESPONSE WAS CORRECT [INELIGIBLE: GO TO K100]
<2> RESPONSE WAS NOT CORRECT [GO TO A08I]
===>

>A08K< [allow 2]
When did you first attend a higher education institution to take
postsecondary coursework (work beyond high school credits)?

YEAR:
<20-93> ENTER LAST TWO DIGITS OF YEAR
===>

>A08L< [allow 2][no erase]

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>A08M< [allow 1][no erase]
[IF A08K >= 88 OR -7 OR -8, GO TO A08N]
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]

<1> RESPONSE WAS CORRECT [INELIGIBLE: GO TO K100]
<2> RESPONSE WAS NOT CORRECT [GO TO A08K]
===>

>A08N< [allow 2]
[IF (A08K > 0) OR (A08E > 0 AND A08K MISSING), ELIGIBLE: GO TO A09A]
Before 1 July 1988, had you ever received any postsecondary degree,
certificate, or other formal award?

[r]INTERVIEWER: EXAMPLES ARE -- POSTSECONDARY DIPLOMA, CERTIFICATE,[n]
[r]LICENSE, ASSOCIATES DEGREE, BACHELOR'S DEGREE, OR ADVANCED[n]
[r]DEGREE SUCH AS PH.D, MASTERS, LAW, MEDICINE.[n]

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08O< [allow 1][no erase]
[IF A08N ^= YES, GO TO A08P]
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]

<1> RESPONSE WAS CORRECT [INELIGIBLE: GO TO K100]
<2> RESPONSE WAS NOT CORRECT [GO TO A08N]
===>

>A08P< [allow 2]
When you first attended
[fill NAME OF NPSAS SCHOOL]
between 1 July 1988 and 30 June 1989, what was your student level
at that time?

<1> FIRST-YEAR STUDENT/FRESHMAN
<2> SECOND-YEAR STUDENT/SOPHOMORE
<3> THIRD-YEAR STUDENT/JUNIOR
<4> FOURTH-YEAR STUDENT(OR HIGHER:UNDERGRADUATE)/SENIOR
<5> SPECIAL STUDENT (E.G., NON-MATRICULATED, NON-DEGREE)
<6> GRADUATE STUDENT
<7> OTHER
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08Q< [allow 1][no erase]
[IF (LEVEL OF NPSAS SCHOOL IS < 4 YEARS) OR (A08P ^=4 AND A08P ^=6 (NOT
SENIOR OR GRAD STUDENT THEN), THEN ELIGIBLE: GO TO A09A]
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]

<1> RESPONSE WAS CORRECT [INELIGIBLE: GO TO K100]
<2> RESPONSE WAS NOT CORRECT [GO TO A08P]
===>

>A09A< [allow 2]
[TIME STAMP ON THIS SCREEN; SET CASE TO ELIGIBLE; IF BIRTHDATE INFORMATION
COMPLETE, STORE INFO IN A09A/A09B/A09C, AND GO TO A10A]
What is your birth date?

[r]PREVIOUSLY PROVIDED RESULT WAS [fill PSBD][fill LA10][fill PSBY][n]

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>A09B< [allow 2][no erase]

DAY:
<1-31> ENTER DAY OF MONTH
===>

>A09C< [allow 2][no erase]

YEAR:
<01-93> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW
<-7> REFUSE
===>

>A09D< [allow 1][no erase]
[IF A09C <= 72, GO TO A10A (CHECK FOR "YOUNG" RESPONDENTS)]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]

<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT [GO TO A09A]
===>

>A10A< [allow 2]
[IF GENDER PRELOAD AVAILABLE, STORE IN A10A, AND GO TO A11A]
[r]INTERVIEWER: ASK QUESTION ONLY IF GENDER IS NOT ALREADY OBVIOUS.[n]
[r]IF YOU ARE SURE OF GENDER, ENTER WITHOUT ASKING; IF YOU THINK[n]
[r]YOU KNOW, VERIFY WHAT YOU THINK GENDER TO BE.[n]

Are you male or female?

<1> MALE
<2> FEMALE
<-7> REFUSE
===>

>A11A< [allow 2]
[IF PRELOAD HISPANIC STATUS IS YES, STORE IN A11A AND GO TO A11B; ELSE IF PRELOAD STATUS IS NO, STORE IN A11A, SET A11B TO -1, A11C TO NA, AND GO TO A12A]

Are you of Hispanic (Spanish) descent?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

```
>A11B< [allow 2]
[IF A11A = NO, SET A11B TO -1, A11C TO NA, AND GO TO A12A; ELSE IF A11A MISSING,
 SET A11B TO -9, CLEAR A11C, AND GO TO A12A; ELSE IF (PRELOAD HISPANIC TYPE WAS
 OTHER AND SPECIFY NON-BLANK) OR (PRELOAD TYPE NOT "OTHER" AND DETERMINATE),
 STORE PRELOADS IN A11B AND A11C AND GO TO A12A]
What is your Hispanic origin?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS.  CLASSIFY RESPONSE AND VERIFY YOUR CLASSIFICATION WITH[n]
[r]RESPONDENT.[n]

 <1> MEXICAN, MEXICAN AMERICAN, CHICANO
 <2> CUBAN
 <3> PUERTO RICAN
 <4> OF SOME OTHER HISPANIC DESCENT
 <5> NOT OF HISPANIC DESCENT
<-8> DON'T KNOW
<-7> REFUSE
===>

>A11C< [allow 20][no erase]
[IF A11B = 5, SET A11A TO NO, SET A11B TO -1 AND A11C TO NA, GO TO A12A; ELSE,
 IF A11B ^= 4: (IF DETERMINATE SET A11C TO NA; IF NOT, CLEAR A11C)
 AND GO TO A12A]

(SPECIFY BELOW ... UP TO 20 CHARACTERS)
===>

>A12A< [allow 2]
[IF PRELOAD RACE IS "OTHER" AND SPECIFY NON-BLANK: STORE PRELOADS IN A12A AND
 A12B, SET A12C TO -1, A12D TO NA, AND GO TO A13A; ELSE, IF PRELOAD RACE IS 4
 (ASIAN), STORE IN A12A, SET A12B TO NA, GO TO A12C; ELSE, STORE IN A12A, SET
 A12B AND A12D TO NA, SET A12C TO -1, GO TO A13A]
What race are you?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS.  CLASSIFY RESPONSE AND VERIFY YOUR CLASSIFICATION WITH[n]
[r]RESPONDENT.  ALSO, "HISPANIC" IS NOT A RACE!  IF PERSON SAYS[n]
[r]"HISPANIC", FORCE A CHOICE INTO ONE OF THE CATEGORIES PROVIDED.[n]

 <1> WHITE
 <2> BLACK
 <3> AMERICAN INDIAN OR ALASKA NATIVE (ESKIMO, ALEUT)
 <4> ASIAN OR PACIFIC ISLANDER
 <5> OTHER
<-8> DON'T KNOW
<-7> REFUSE
===>

>A12B< [allow 20][no erase]
[IF A12A ^= 5: IF A12A = 4(ASIAN), SET A12B TO NA, GO TO A12C; ELSE, IF A12A
 > 0, SET A12B AND A12D TO NA, SET A12C TO -1, GO TO A13A; ELSE, SET A12B
 AND A12D TO MISSING, SET A12C TO -9, GO TO A13A]
(SPECIFY BELOW ... UP TO 20 CHARACTERS)
===>
```

```
>A12C< [allow 2]
[IF PRELOAD ASIAN TYPE AVAILABLE: (IF "OTHER" AND SPECIFY NON-BLANK, STORE
 PRELOADS IN A12C AND A12D, GO TO A13A; ELSE, STORE PRELOAD IN A12C, SET A12D
 TO NA, GO TO A13A)]
                                                        61
[r]INTERVIEWER: IF KNOWN FROM PREVIOUS RESPONSE, SIMPLY VERIFY[n]
[r]WITH RESPONDENT; OTHERWISE ASK QUESTION.[n]

What is your Asian or Pacific Islander descent?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS.  CLASSIFY RESPONSE AND VERIFY YOUR CLASSIFICATION WITH[n]
[r]RESPONDENT.[n]

 <1> CHINESE
 <2> FILIPINO
 <3> HAWAIIAN
 <4> JAPANESE
 <5> KOREAN
 <6> VIETNAMESE
 <7> ASIAN INDIAN
 <8> SAMOAN
 <9> GUAMIAN
<10> OTHER ASIAN OR PACIFIC ISLANDER  <-8> DON'T KNOW  <-7> REFUSE
===>

>A12D< [allow 20][no erase]
[IF A12C ^= 10: (IF A12C >= 1, SET A12D TO NA, GO TO A13A; ELSE SET A12D TO
 MISSING, GO TO A13A)]

(SPECIFY BELOW ... UP TO 20 CHARACTERS)
===>

>A13A< [allow 2]
[IF PRELOAD U.S. CITIZEN, STORE IN A13A, SET A13B AND A13C TO -1, GO TO B001]
Are you a United States citizen?
 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A13B< [allow 2]
[IF A13A ^=1: (IF A13A=2, SET A13B AND A13C TO -1, GO TO B001; ELSE, SET
 A13B AND A13C TO -9, GO TO B001); ELSE, IF PRELOAD CITIZENSHIP INFO NOT
 AVAILABLE, CITIZENSHIP DATE NOT RELEVANT, SO GO TO B001]
When did you receive your US citizenship?
YEAR:
<01-93> ENTER LAST TWO DIGITS OF YEAR
   <-8> DON'T KNOW
   <-7> REFUSE
===>
>A13C< [allow 2][no erase]
MONTH:
<1> JAN   <2> FEB   <3> MAR   <4> APR   <5> MAY   <6> JUN
<7> JUL   <8> AUG   <9> SEP  <10> OCT  <11> NOV  <12> DEC
<-8> DON'T KNOW   <-7> REFUSE
===>
```

B. Education Experiences

>B001< [allow 1]
[TIME STAMP ON THIS SCREEN; SET SECTION A COMPLETE FLAG TO INDICATE PARTIAL INTERVIEW]
The next few questions are about your educational experiences since
we last spoke with you. We are interested in all schools you attended
for credit toward a certificate, license, diploma, or other
formal award -- [r]but not correspondence courses[n], and the terms
(time periods of registration or for which you pay separately) in
which you were enrolled at those schools. We are interested in all
terms you were enrolled, even if you did not complete the term.

ENTER <1> TO CONTINUE
===>

>B01A< [allow 1]
[IF PRELOAD # OF SCHOOLS > 1, GO TO B01C]
When we last spoke, you said that the only postsecondary school you
had attended for credit since July 1988 was
[fill NAME OF NPSAS SCHOOL].

ENTER <1> TO CONTINUE
===> [goto B02A]

>B01C< [allow 2]
[FILL PRELOAD SCHOOLS AS APPLICABLE]
When we last spoke, you told us you had attended other postsecondary
schools for credit, besides [fill NAME OF NPSAS SCHOOL],
since July 1988. Would you verify attending these schools?

[r]INTERVIEWER: READ EACH LISTED SCHOOL NAME BUT NOT "NA" LINES! IF R. DID NOT ATTEND A SCHOOL, ENTER THE SCHOOL NUMBER AND CATI WILL CHANGE THE PRESET "Y" TO AN "N". IF YOU MAKE A MISTAKE, ENTER THE NUMBER AGAIN TO "TOGGLE" BACK TO "Y". ENTER (99) WHEN VERIFICATION IS COMPLETED. !!!YOU CAN NOT ADD SCHOOLS ON THIS SCREEN!!![n]

[r]INDICATE WHETHER OR NOT THESE SCHOOLS ARE APPLICABLE:[n]
<2> [fill PRELOAD SCHOOL 2 NAME]
<3> [fill PRELOAD SCHOOL 3 NAME]
<4> [fill PRELOAD SCHOOL 4 NAME]
<5> [fill PRELOAD SCHOOL 5 NAME]
[r]<99> ALL DONE[n] [goto B01J]
===>

>B01D< [allow 1]
[IF B01C SCHOOL WAS PRELOADED, RETURN TO B01C UNTIL 99 ENTERED.]
[r]INTERVIEWER: YOU ENTERED AN INVALID LINE NUMBER. ENTER 1 HERE TO RETURN AND CORRECT YOUR ERROR.[n]

ENTER <1> TO CONTINUE
===> [goto B01C]

>B01J< [allow 1]

[FILL APPLICABLE PRELOAD SCHOOLS FOR VERIFICATION]
[r]INTERVIEWER: YOU HAVE INDICATED THAT THE REMAINING SET OF "OTHER" PRELOAD SCHOOLS ARE LISTED BELOW; VERIFY WITH R. IF YOU ARE UNSURE[n]

[fill PRELOAD SCHOOL 2 NAME IF APPLICABLE]
[fill PRELOAD SCHOOL 3 NAME IF APPLICABLE]
[fill PRELOAD SCHOOL 4 NAME IF APPLICABLE]
[fill PRELOAD SCHOOL 5 NAME IF APPLICABLE]

[r]THIS IS THE LAST OPPORTUNITY YOU WILL HAVE TO DELETE ONE OF THESE SCHOOLS. IF YOU NEED TO USE THE "TOGGLE SCREEN" AGAIN, ENTER (1)[n]

<1> CHANGE SCHOOL STATUS AGAIN [GOTO B01C]
<2> SET OF NON-NPSAS SCHOOLS IS CORRECT
===>

>B01x< [allow 2]
[B01x AND B01y REPRESENT A REPEAT BLOCK FOR UP TO 4 NON-NPSAS PRELOAD SCHOOLS: COLLECTING LEVEL/CONTROL INFORMATION. ASK EACH IF LEVEL/CONTROL MISSING FOR EACH APPLICABLE PRELOAD SCHOOL]
[B01x=B01K/B01N/B01Q/B01T]
[IF OTHER PRELOAD SCHOOL NOT APPLICABLE, GO TO NEXT PRELOAD SCHOOL LEVEL FIELD UNTIL DONE (THEN GO TO B02A);
ELSE IF LEVEL AVAILABLE, GO TO CONTROL FIELD FOR CURRENT SCHOOL (B01y)]
Was [fill NAME OF OTHER PRELOAD SCHOOL]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]

<1> a university or 4-year college(including graduate only schools)?
<2> a 2- or 3-year junior college, community college, or technical/ vocational school?
<3> a less than 2-year vocational, technical, or occupational school or college?
<4> some other type of school?
<-8> DON'T KNOW
<-7> REFUSE
===>
[STORE LEVEL INFO IN OTHER PRELOAD SCHOOL BLOCK]

>B01y< [allow 2]
[B01y=B01L/B01O/B01R/B01U]
[IF CONTROL INFO AVAILABLE, GO TO NEXT PRELOAD SCHOOL (B01x) UNTIL DONE; THEN GO TO B02A]
Was [fill NAME OF 1ST OTHER PRELOAD SCHOOL]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]

<1> public
<2> private (nonprofit)
<3> private (for profit)
<-8> DON'T KNOW
<-7> REFUSE
===>
[STORE CONTROL VALUE IN OTHER PRELOAD BLOCK]
[GO TO NEXT PRELOAD SCHOOL(B01x) UNTIL DONE; THEN GO TO B02A]

>Bx2A< [allow 2]
[REPEAT BLOCK FOR UP TO 5 NEW SCHOOLS (IN ADDITION TO PRELOAD SCHOOLS). ASK ALL RELEVANT QUESTIONS IN BLOCK UNTIL DONE; THEN GO TO B02Q TO VERIFY NEW SCHOOLS]
[Bx2A=B02A/BV2A/BW2A/BX2A/BY2A/BZ2A]

Beyond those you have already identified, did you attend other postsecondary (beyond high school) schools for credit (or to obtain some formal award {certificate, license, diploma, degree}) since 1 July 1988? (Please do not count Armed Forces training schools, correspondence schools, or schools at which you took [r]only[n] high-school equivalent/level courses.)

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO B02Q]
<-7> REFUSE [GOTO B02Q]
===>

>BxxG< [allow 50]
[BxxG=B08G/B09G/B10G/B11G/B12G/B13G]
Please tell me the names of any other schools you have attended for credit, since 1 July 1988. One at a time, please.

What was the name of the next school?

[r]INTERVIEWER: ENTER NAME OF NEXT NEW SCHOOL BELOW.[n]

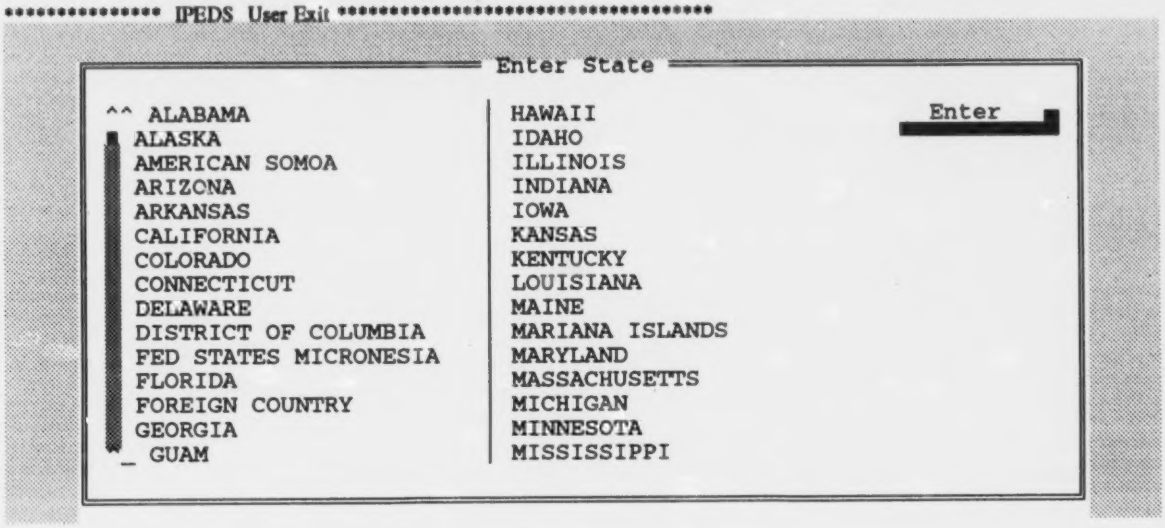
(ENTER NAME OF SCHOOL BELOW ... UP TO 50 CHARACTERS)
===>

>Bx2B< [allow 2]
[Bx2B=B02B/BV2B/BW2B/BX2B/BY2B/BZ2B]
[TIME STAMP ON THIS SCREEN]
[COLLECT IPEDS INFORMATION IN USER EXIT]
In what City and State is [fill NAME OF CURRENT NEW SCHOOL(BxxG)] located?

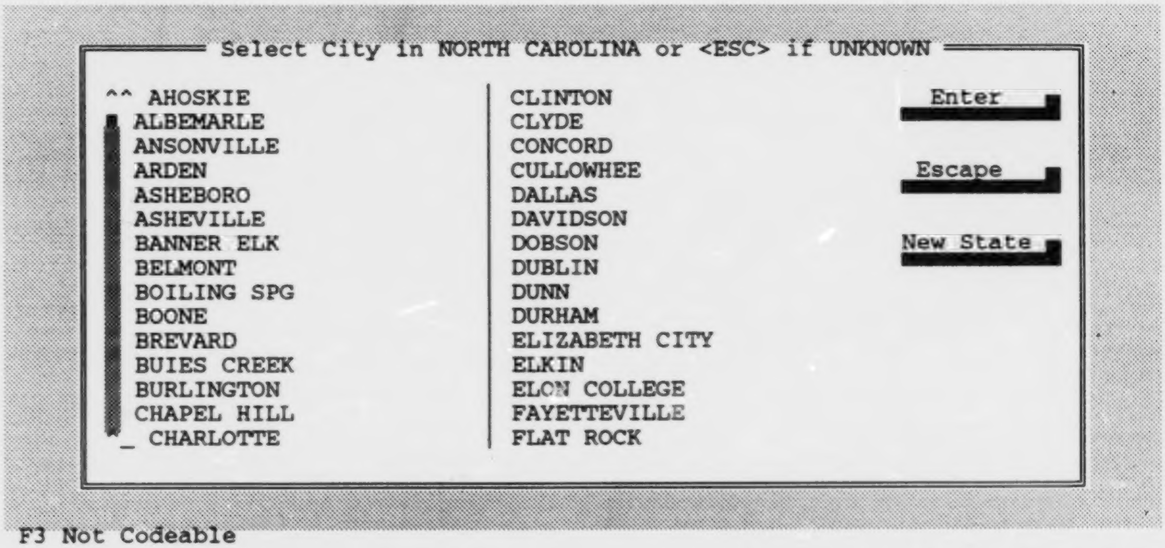
[r]INTERVIEWER: ENTER CITY AND STATE AND CODE SCHOOL IN USER EXIT.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO Bx2G]
===>

*************** IPEDS User Exit ************************************


Enter State
^^ ALABAMA
ALASKA
AMERICAN SOMOA
ARIZONA
ARKANSAS
CALIFORNIA
COLORADO
CONNECTICUT
DELAWARE
DISTRICT OF COLUMBIA
FED STATES MICRONESIA
FLORIDA
FOREIGN COUNTRY
GEORGIA
GUAM
HAWAII
IDAHO
ILLINOIS
INDIANA
IOWA
KANSAS
KENTUCKY
LOUISIANA
MAINE
MARIANA ISLANDS
MARYLAND
MASSACHUSETTS
MICHIGAN
MINNESOTA
MISSISSIPPI
Enter

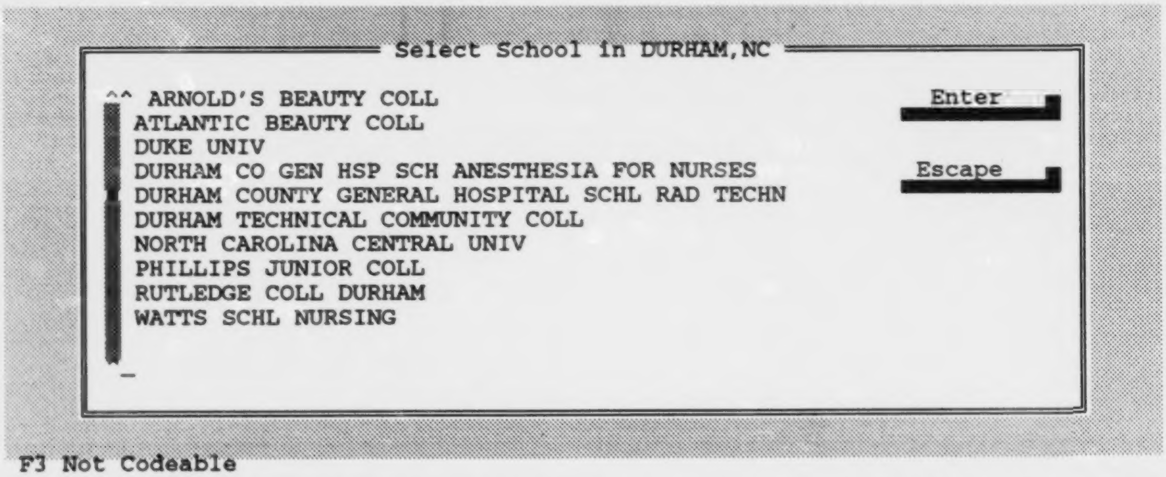
F3 Not Codeable



```
Select City in NORTH CAROLINA or <ESC> if UNKNOWN

^^ AHOSKIE              CLINTON
   ALBEMARLE            CLYDE
   ANSONVILLE           CONCORD
   ARDEN                CULLOWHEE
   ASHEBORO             DALLAS
   ASHEVILLE            DAVIDSON
   BANNER ELK           DOBSON
   BELMONT              DUBLIN
   BOILING SPG          DUNN
   BOONE                DURHAM
   BREVARD              ELIZABETH CITY
   BUIES CREEK          ELKIN
   BURLINGTON           ELON COLLEGE
   CHAPEL HILL          FAYETTEVILLE
 _ CHARLOTTE            FLAT ROCK
```

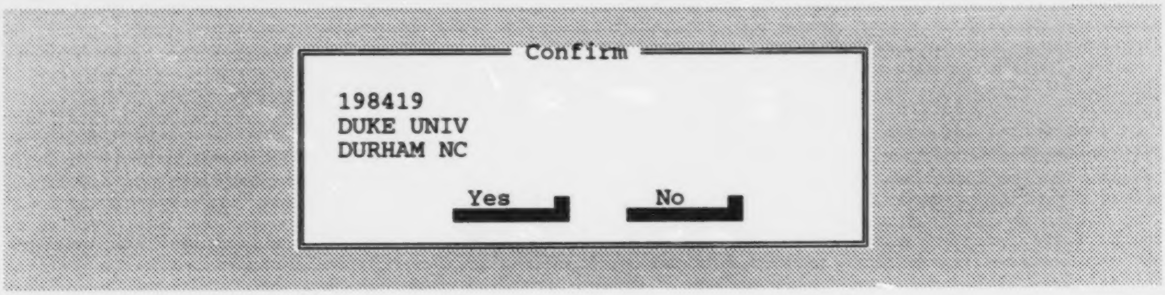
F3 Not Codeable



```
Select School in DURHAM,NC

^^ ARNOLD'S BEAUTY COLL
   ATLANTIC BEAUTY COLL
   DUKE UNIV
   DURHAM CO GEN HSP SCH ANESTHESIA FOR NURSES
   DURHAM COUNTY GENERAL HOSPITAL SCHL RAD TECHN
   DURHAM TECHNICAL COMMUNITY COLL
   NORTH CAROLINA CENTRAL UNIV
   PHILLIPS JUNIOR COLL
   RUTLEDGE COLL DURHAM
   WATTS SCHL NURSING
 _
```

F3 Not Codeable



```
Confirm

198419
DUKE UNIV
DURHAM NC
```

* * *

>Bx2E< [allow 2]
[Bx2E=B02E/BV2E/BW2E/BX2E/BY2E/BZ2E]
[TIME STAMP ON THIS SCREEN]
[IF IPEDS LEVEL INFORMATION AVAILABLE, GO TO Bx2F]
Was [fill NAME OF CURRENT NEW SCHOOL]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]

<1> a university or 4-year college(including graduate only schools)?
<2> a 2- or 3-year junior college, community college, or technical/ vocational school?
<3> a less than 2-year vocational, technical, or occupational school or college?
<4> some other type of school?
<-8> DON'T KNOW
<-7> REFUSE
===>
[STORE VALUE IN CURRENT SCHOOL BLOCK]

>Bx2F< [allow 2]
[Bx2F=B02F/BV2F/BW2F/BX2F/BY2F/BZ2F]
[IF IPEDS CONTROL INFORMATION AVAILABLE, GO TO Bx2G]
Was [fill NAME OF CURRENT NEW SCHOOL]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]

<1> public
<2> private (nonprofit)
<3> private (for profit)
<-8> DON'T KNOW
<-7> REFUSE
===>
[STORE VALUE IN CURRENT NEW SCHOOL BLOCK]

>Bx2G< [allow 1]
[Bx2G=B02G/BV2G/BW2G/BX2G/BY2G/BZ2G]
[r]INTERVIEWER: YOU ARE ABOUT TO SAVE INFORMATION YOU HAVE COLLECTED ABOUT [fill NAME OF CURRENT NEW SCHOOL].[n]
[r]IF YOU NEED TO BACK UP AND CHANGE/CORRECT ANY OF THIS INFORMATION, YOU MUST DO IT NOW! ONCE YOU LEAVE THIS SCREEN, THIS SCHOOL WILL BE "LOCKED", AND YOU WILL NOT BE ABLE TO BACK UP TO THE DATA AGAIN. YOU WILL, HOWEVER, HAVE AN OPPORTUNITY LATER TO DELETE THE SCHOOL.[n]

ENTER <1> TO CONTINUE
===>
[GO TO BLOCK OF QUESTIONS FOR NEXT NEW SCHOOL (STARTING AT Bx2A) UNTIL DONE; THEN GO TO B02Q]

>B02Q< [allow 1]

[r]INTERVIEWER: YOU HAVE ADDED [fill ("NO" IF NO NEW SCHOOLS ADDED; ELSE "THE FOLLOWING")] NEW SCHOOLS[n]
[fill NEW SCHOOL 1 NAME IF APPLICABLE]
[fill NEW SCHOOL 2 NAME IF APPLICABLE]
[fill NEW SCHOOL 3 NAME IF APPLICABLE]
[fill NEW SCHOOL 4 NAME IF APPLICABLE]

```
[fill NEW SCHOOL 5 NAME IF APPLICABLE]
[fill NEW SCHOOL 6 NAME IF APPLICABLE]
[r]VERIFY WITH RESPONDENT AND ENTER THE APPROPRIATE RESPONSE BELOW.
W A R N I N G: ONCE YOU SAY THESE ARE ALL THE SCHOOLS TO BE ADDED, YOU
WILL BE "LOCKED OUT" OF ADDING ANY MORE SCHOOLS; BUT YOU WILL STILL
HAVE AN OPPORTUNITY TO DELETE LATER.[n]

<1> NO MORE NEW SCHOOLS TO BE ADDED    [GOTO B02S]
<2> NEED TO ADD SCHOOL(S)
===>

>B02R< [allow 1]
[DETERMINE IF THERE IS ROOM TO ADD ANOTHER SCHOOL.  IF SO, GO TO THE APPROPRIATE
NEXT SCHOOL BLOCK: Bx2A]
[r]INTERVIEWER: SORRY, ALL SCHOOL ADDITION SLOTS ARE FILLED.  FILL OUT
A PROBLEM SHEET WHEN YOU COMPLETE THE INTERVIEW.[n]

ENTER <1> TO CONTINUE
===>

>B02S< [allow 1]
[IF NO NEW SCHOOLS ADDED, THEN GO TO B03A;
 ELSE SET UP FILLS FOR PRELOAD AND NEW SCHOOLS AS APPLICABLE]
[r]INTERVIEWER: BELOW WE LIST BOTH THE PRELOAD SCHOOLS AND ADDED
SCHOOLS.  EXAMINE ADDED SCHOOLS FOR DUPLICATES WITH PRELOADS.  IF ANY
SUSPECTED, VERIFY WITH R; IF NEEDED DELETE BY ENTERING NUMBER OF ADDED
SCHOOL. !!ALL SCHOOL UPDATES ARE LOCKED WHEN YOU SAY YOU FINISH!![n]
PRELOAD SCHOOLS:
        [fill NAME OF NPSAS SCHOOL]
        [fill NAME OF PRELOAD SCHOOL 2 IF APPLICABLE]
        [fill NAME OF PRELOAD SCHOOL 3 IF APPLICABLE]
        [fill NAME OF PRELOAD SCHOOL 4 IF APPLICABLE]
        [fill NAME OF PRELOAD SCHOOL 5 IF APPLICABLE]

NEW SCHOOLS:
   <1> [fill NAME OF NEW SCHOOL 1 IF APPLICABLE]
   <2> [fill NAME OF NEW SCHOOL 2 IF APPLICABLE]
   <3> [fill NAME OF NEW SCHOOL 3 IF APPLICABLE]
   <4> [fill NAME OF NEW SCHOOL 4 IF APPLICABLE]
   <5> [fill NAME OF NEW SCHOOL 5 IF APPLICABLE]
   <6> [fill NAME OF NEW SCHOOL 6 IF APPLICABLE]
ENTER SCHOOL # TO DELETE OR <9> TO INDICATE ALL ARE OK.   [goto B03A]
===>

>B02T< [allow 2]
[IF SCHOOL IDENTIFIED TO BE DELETED IS NOT APPLICABLE, RETURN TO B02S;
 ELSE SET UP FILL FOR APPLICABLE SCHOOL]
[r]INTERVIEWER: DO YOU REALLY WANT TO DELETE[n]
[r]     [fill NAME OF NEW SCHOOL IDENTIFIED TO BE DELETED]?[n]

[r]KEEP IN MIND THAT ONCE DELETED, THE SCHOOL CAN NOT BE ADDED[n]
[r]AGAIN![n]

[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO        [GOTO B02S]
===>
```

[IF B02T=YES, DELETE APPROPRIATE APPLICABLE SCHOOL (SET INDICATOR TO INACTIVE) AND THEN GO TO B02S]

>B03A< [allow 1]
[TIME STAMP ON THIS SCREEN]
The next few questions are about the terms when you were enrolled, since we last spoke (,in those schools you just identified). (Generally, terms are identified by when you register for new classes and/or when you pay additional tuition/fees.)

[r]INTERVIEWER: READ THE FOLLOWING TO R. ONLY IF HE/SHE SEEMS TO HAVE TROUBLE WITH WHAT "TERMS" MEANS[n]
"Terms" means different things at different postsecondary schools and colleges, depending on the calendar system used. Some colleges are on a quarter system -- or semester, trimester, 4-4-1, etc. -- which defines terms. These schools may also have one or more summer sessions, which are additional terms. Other schools have specific fixed-length courses of instruction that may start at different times during the year and that may or may not be broken into smaller units. In this case, the entire course of study may be a term.

ENTER <1> TO CONTINUE
===>
[NEW TERM INFORMATION IS COLLECTED SCHOOL BY SCHOOL; FIRST NPSAS SCHOOL; THEN, OTHER PRELOAD SCHOOLS; THEN NEW SCHOOLS. ALL NEW TERM DATA ARE COLLECTED IN A USER EXIT. THE USER EXIT COLLECTS BEGIN/END DATES, ENROLLMENT INTENSITY, # CLASSES TAKEN, AND (IF LEVEL=01) STUDENT CLASSIFICATION (FRESHMAN/SOPH/ETC)]

>B0xB< [allow 2]
[PRELOAD SCHOOLS HAVE PRELOAD LAST TERM END DATES. NEW TERMS MUST START ON OR AFTER THIS PRELOAD DATE.]
[B0xB=B03B/B04B/B05B/B06B/B07B]
The last term we have you attending
[fill NAME OF PRELOAD SCHOOL]
ended in [fill PRELOAD LAST TERM END MONTH] of 19[fill PRELOAD LAST TERM END YEAR]. Have you attended this school since then?

[r]INTERVIEWER: SOME END DATES MAY AT FIRST CONFUSE R. THIS COULD BE BECAUSE OF EDITING PREVIOUS DATA OR IMPUTING PRIOR "DK" AND "RE" RESPONSES. IN ANY EVENT, YOU CAN NOT EDIT THE LAST TERM, YOU CAN ONLY ADD TERMS SINCE THAT DATE. THEREFORE, IF R. INDICATES THAT HE/SHE STOPPED ATTENDING THE SCHOOL BEFORE THE DATE PROVIDED, JUST PLAY ALONG, BUT ENTER "NO" HERE!!![n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
[IF B0xB^=YES, GO TO NEXT B0xB UNTIL ALL PRELOADS DONE, THEN GO TO BxxC (B08C)]

>BxxC< [allow 2]
[BxxC=B03C/B04C/B05C/B06C/B07C/B08C/B09C/B10C/B11C/B12C/B13C]
[COLLECT ALL TERM INFORMATION FOR SCHOOL IN USER EXIT]
For each additional term at this school, we need to know the start and end dates (month and year), the number of courses you took,

[fill "your school level(e.g., sophomore, grad student)," IF LEVEL=01]
and whether the school considered you to be enrolled

Full time,
Less than full time, but at least half time, or
Less than half time.

[r]INTERVIEWER: ENTER THIS INFORMATION IN THE USER EXIT. BE ALERT, IN CASES WHERE SCHOOL CLASSIFICATION IS ASKED, FOR PERSONS CLAIMING GRADUATE/ADVANCE PROFESSIONAL STUDENT STATUS. THE SIMPLE CRITERION FOR BEING A GRADUATE/PROFESSIONAL STUDENT IS ADMISSION TO THE GRADUATE OR PROFESSIONAL SCHOOL. SIMPLY TAKING GRADUATE-LEVEL COURSES, WHILE STILL ENROLLED AS AN UNDERGRADUATE DOES NOT COUNT![n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>
[IF BxxC=-7: DO NOT EXECUTE USER EXIT:
  IF xx=(03/04/05/06) THEN GOTO NEXT BxxB; ELSE GOTO NEXT BxxC UNTIL
    DONE, THEN GO TO B14A;
 ELSE, EXECUTE USER EXIT, THEN GO TO NEXT BxxB/BxxC UNTIL DONE, THEN GO TO B14A]

```
*************** Terms User Exit ********************************
University of Michigan  (4 year college/university)

+-----------------+----------------+-----------+-------------+---------+
| Starting Date   |  Ending Date   |  Status   |  # Courses  |  Level  |   *Status Codes:
|    MMM   yy     |   MMM   yy     |     *     |             |   **    |
+-----------------+----------------+-----------+-------------+---------+    1 = full-time
|                 |                |           |             |         |    2 = at least
|                 |                |           |             |         |        half-time
|                 |                |           |             |         |    3 = less than
|                 |                |           |             |         |        half-time
|                 |                |           |             |         |
|                 |                |           |             |         |   **Level Codes:
|                 |                |           |             |         |    1 = freshman
|                 |                |           |             |         |    2 = sophomore
|                 |                |           |             |         |    3 = junior
|                 |                |           |             |         |    4 = senior
|                 |                |           |             |         |    5 = special
|                 |                |           |             |         |    6 = graduate
+=================+==== Line 01 out of 01 ====+=============+=========+    7 = other
Use arrow keys & TAB to move, DEL to delete a line, INS to add a line.
             Press F2 for help.   Press F10 when done.
 ***************************************************************
```

>B14A< [allow 1]
[IF NO NEW TERM DATA, GO TO B14B]

[r]INTERVIEWER: YOU ARE ABOUT TO ENTER A SCREEN TO VERIFY, FOR EACH SCHOOL, THE LAST TERMS AT THOSE SCHOOLS. ONCE YOU EXIT THAT SCREEN, YOU WILL BE "LOCKED OUT" OF TERM UPDATE PERMANENTLY, AND WILL NOT BE ABLE TO ADD OR DELETE TERMS SUBSEQUENTLY![n]

ENTER <1> TO CONTINUE
===> [goto B14E]

>B14B< [allow 2]
[r]INTERVIEWER: YOU HAVE ADDED NO NEW TERMS FOR ANY IDENTIFIED SCHOOL. THIS IS YOUR LAST CHANCE TO VERIFY WITH R. WHETHER THERE ARE ANY NEW TERMS AT IDENTIFIED SCHOOLS. AN ENTRY OF 99 LOCKS YOU OUT OF TERM UPDATES PERMANENTLY!![n]

<1> [fill NAME OF NPSAS SCHOOL & LAST TERM END MMM YY]
<2> [fill NAME OF PRELOAD SCHOOL 2 & LAST TERM END MMM YY, IF APPLICABLE]
<3> [fill NAME OF PRELOAD SCHOOL 3 & LAST TERM END MMM YY, IF APPLICABLE]
<4> [fill NAME OF PRELOAD SCHOOL 4 & LAST TERM END MMM YY, IF APPLICABLE]
<5> [fill NAME OF PRELOAD SCHOOL 5 & LAST TERM END MMM YY, IF APPLICABLE]
<6> [fill NAME OF NEW SCHOOL 1, IF APPLICABLE]
<7> [fill NAME OF NEW SCHOOL 2, IF APPLICABLE]
<8> [fill NAME OF NEW SCHOOL 3, IF APPLICABLE]
<9> [fill NAME OF NEW SCHOOL 4, IF APPLICABLE]
<10> [fill NAME OF NEW SCHOOL 5, IF APPLICABLE]
<11> [fill NAME OF NEW SCHOOL 6, IF APPLICABLE]
ENTER SCHOOL # TO ADD TERMS FOR THAT SCHOOL OR <99> IF NO TERMS TO ADD.
===>
[IF B14B=99, GO TO B15; ELSE IF SPECIFIED SCHOOL IS APPLICABLE, GO TO THAT SCHOOL'S TERM INFORMATION BLOCK TO COLLECT MORE TERM INFORMATION IN USER EXIT (BxxC); ELSE, RETURN TO B14B]

>B14E< [allow 2]
[r]INTERVIEWER: VERIFY WITH R. THE LAST TERM END DATES FOR ALL APPLICABLE SCHOOLS. YOU CAN GO BACK AND CHANGE TERMS FROM HERE, BUT A 99 ENTRY ON THIS SCREEN, WILL PERMANENTLY "LOCK YOU OUT".[n]

<1> [fill NAME OF NPSAS SCHOOL & LAST TERM END MMM YY]
<2> [fill NAME OF PRELOAD SCHOOL 2 & LAST TERM END MMM YY, IF APPLICABLE]
<3> [fill NAME OF PRELOAD SCHOOL 3 & LAST TERM END MMM YY, IF APPLICABLE]
<4> [fill NAME OF PRELOAD SCHOOL 4 & LAST TERM END MMM YY, IF APPLICABLE]
<5> [fill NAME OF PRELOAD SCHOOL 5 & LAST TERM END MMM YY, IF APPLICABLE]
<6> [fill NAME OF NEW SCHOOL 1 & LAST TERM END MMM YY, IF APPLICABLE]
<7> [fill NAME OF NEW SCHOOL 2 & LAST TERM END MMM YY, IF APPLICABLE]
<8> [fill NAME OF NEW SCHOOL 3 & LAST TERM END MMM YY, IF APPLICABLE]
<9> [fill NAME OF NEW SCHOOL 4 & LAST TERM END MMM YY, IF APPLICABLE]
<10> [fill NAME OF NEW SCHOOL 5 & LAST TERM END MMM YY, IF APPLICABLE]
<11> [fill NAME OF NEW SCHOOL 6 & LAST TERM END MMM YY, IF APPLICABLE]

ENTER SCHOOL # TO ADD TERMS FOR THAT SCHOOL OR <99> IF NO TERMS TO ADD.
===>
[IF B14E=99, GO TO B15; ELSE IF SPECIFIED SCHOOL IS APPLICABLE, GO TO THAT SCHOOL'S TERM INFORMATION BLOCK TO COLLECT MORE TERM INFORMATION IN USER EXIT (BxxC); ELSE, RETURN TO B14E]

>B15< [allow 2]
[TIME STAMP ON THIS SCREEN; DETERMINE BY CHECKING DATA FOR ALL SCHOOLS WHETHER ANY GRADUATE ENROLLMENT INDICATED FOR ANY SCHOOLS. ALSO DETERMINE IF ANY 1993 GRADUATE ENROLLMENT INDICATED. IF NO GRADUATE ENROLLMENT INDICATED, GO TO B15a]
You indicated earlier that you had attended at least one term as a graduate or advanced professional student. Is that correct?

[r]INTERVIEWER: GRADUATE/ADVANCE PROFESSIONAL EDUCATION IS USUALLY AFTER GRADUATION FROM A 4-YEAR BACHELOR'S PROGRAM, BUT IT IS ALWAYS

AFTER TWO OR THREE YEARS OF UNDERGRADUATE WORK. THE REAL CRITERIA FOR BEING A GRADUATE/PROFESSIONAL STUDENT IS ADMISSION TO THE GRADUATE OR PROFESSIONAL SCHOOL. SIMPLY TAKING GRADUATE-LEVEL COURSES WHILE STILL ENROLLED AS AN UNDERGRADUATE DOES NOT COUNT! ADVANCED PROFESSIONAL SCHOOLS OFFER ADVANCED (PAST UNDERGRADUATE) TRAINING IN DENTISTRY, MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY, THEOLOGY, VETERINARY MEDICINE, AND LAW.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
[IF B15=YES, SET CONFIRMED GRAD INDICATOR TO YES; ELSE, SET GRAD INDICATORS TO "NO"]

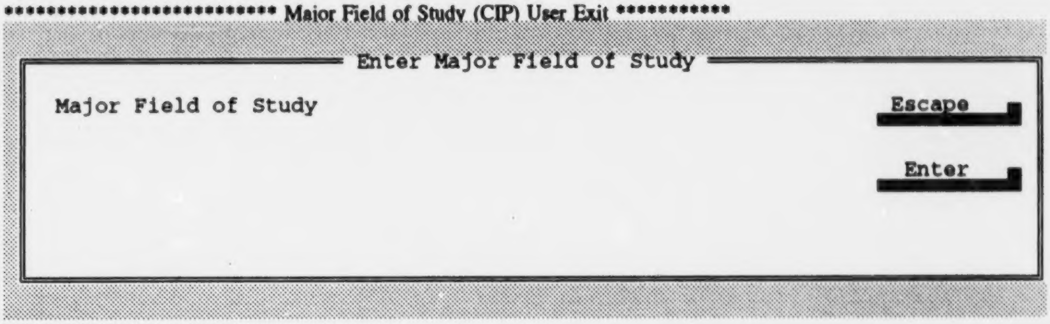
>B15a<
[DETERMINE LATEST DATE OF LAST ENROLLMENT ACROSS ALL SCHOOLS. THIS IS DONE IN A USER EXIT AUTOMATICALLY WITH NO INPUT SCREENS. DATA ARE STORED IN MMMYY FORMAT FOR LATER ACCESS]
[THE FOLLOWING SET OF QUESTIONS IS A REPEAT BLOCK FOR EACH OF THE UP TO 11 SCHOOLS (UP TO 5 PRELOAD; UP TO 6 NEW).]

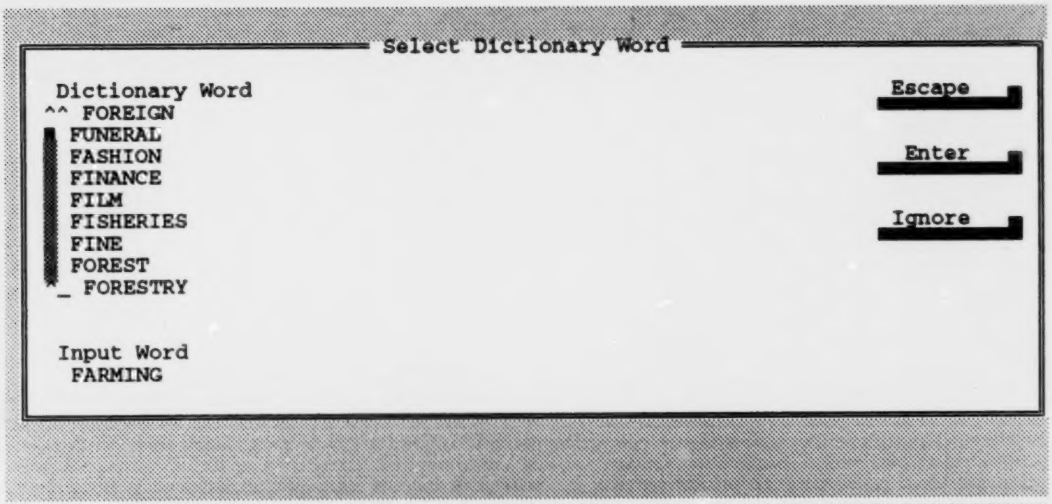
>ByyG< [allow 2]
[TIME STAMP ON THIS SCREEN]
[ByyG=B15G/B16G/B17G/B18G/B19G/B20G/B21G/B22G/B23G/B24G/B25G]
[IF NO UNDERGRAD ENROLLMENT INDICATED ON OR AFTER FEB89, GO TO ByyL (GRAD PORTION OF BLOCK); ELSE COLLECT UNDERGRAD FIELD OF STUDY IN USER EXIT]
During your last undergraduate term at
[fill NAME OF CURRENT SCHOOL(BxxG)]
ending [fill LAST UNDERGRAD TERM END MONTH FOR CURRENT SCHOOL], **what was your major or program of study?**

[r]INTERVIEWER: ENTER TEXT AND SELECT APPROPRIATE FIELD OF STUDY CODE IN THE USER EXIT. IF MORE THAN ONE MAJOR/PROGRAM, ASK FOR THE "MOST IMPORTANT" ONE; PRESS FOR A DECISION.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO ByyA]
===>

*************************** Major Field of Study (CIP) User Exit ***********

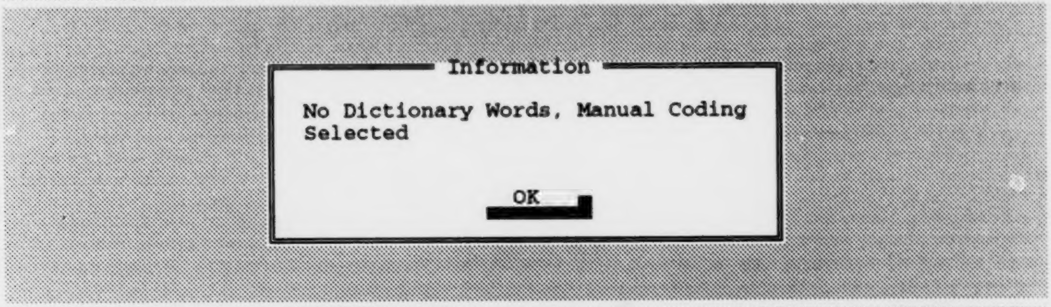



Select Dictionary Word

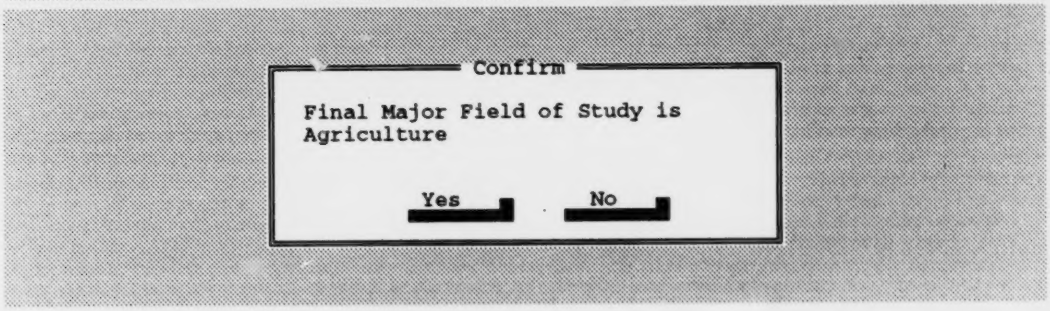
Dictionary Word
^^ FOREIGN
FUNERAL
FASHION
FINANCE
FILM
FISHERIES
FINE
FOREST
FORESTRY

Input Word
FARMING

Escape
Enter
Ignore


Information

No Dictionary Words, Manual Coding Selected


Confirm

Final Major Field of Study is Agriculture

****

>ByyA< [allow 2]
[TIME STAMP ON THIS SCREEN]
[ByyA=B15A/B16A/B17A/B18A/B19A/B20A/B21A/B22A/B23A/B24A/B25A]
During your last undergraduate term at
[fill NAME OF CURRENT SCHOOL],
ending [fill LAST TERM UNDERGRAD END DATE AT SCHOOL], was your schoolwork
leading toward a specific degree or other formal award (e.g., license, diploma,
certificate)?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO ByyF]
<-7> REFUSE [GOTO ByyF]
===>

>ByyC< [allow 2]
[ByyC=B15C/B16C/B17C/B18C/B19C/B20C/B21C/B22C/B23C/B24C/B25C]
What type of degree or formal award were (are) you working toward?

[r]INTERVIEWER: WE MUST HAVE A RESPONSE. "DK"/"RE" AREN'T ACCEPTABLE.
READ TO R. OPTIONS (2) THROUGH (7) FIRST TIME YOU GET TO THIS SCREEN.
TO DIFFERENTIATE BETWEEN OPTIONS 5 AND 6 MAY REQUIRE A PROBE AS TO
WHETHER ASSOCIATE'S DEGREE WAS ACADEMIC OR OCCUPATIONAL.[n]

<1> NONE, NOT WORKING TOWARD ANY DEGREE [GOTO ByyF]
<2> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL CERTIFICATE OR DIPLOMA
<3> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL LICENSE
<4> 2- OR 3-YEAR VOCATIONAL/OCCUPATIONAL DEGREE OR DIPLOMA
<5> 2- OR 3-YEAR ASSOCIATES VOCATIONAL/TECHNICAL DEGREE
<6> 2- OR 3-YEAR ASSOCIATES ACADEMIC DEGREE
<7> 4- OR 5-YEAR BACHELOR'S DEGREE
===>

>ByyE< [allow 2]
[ByyE=B15E/B16E/B17E/B18E/B19E/B20E/B21E/B22E/B23E/B24E/B25E]
Did (Will) you complete this program (license, diploma, certificate)
this last undergraduate term at
[fill NAME OF CURRENT SCHOOL]?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES [GOTO ByyF]
<2> NO
<-7> REFUSE
===>

>Byye< [allow 2]
[Byye=B15e/B16e/B17e/B18e/B19e/B20e/B21e/B22e/B23e/B24e/B25e]
[IF ByyC ^=3 GO TO ByyF (ONLY ASK Byye FOR LICENSE)]
Did you [r]ever[n] receive this license?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO ByyF]
<-7> REFUSE [GOTO ByyF]
===>

>Byyf< [allow 2]
[Byyf=B15f/B16f/B17f/B18f/B19f/B20f/B21f/B22f/B23f/B24f/B25f]
When did you receive the license?

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>Byyg< [allow 2][no erase]
[Byyg=B15g/B16g/B17g/B18g/B19g/B20g/B21g/B22g/B23g/B24g/B25g]

YEAR:
<88-93> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW <-7> REFUSE
===>

>ByyF< [allow 2]
[ByyF=B15F/B16F/B17F/B18F/B19F/B20F/B21F/B22F/B23F/B24F/B25F]
Did you receive any [fill "other" IF ByyE=1 OR Byye=1] undergraduate degree or
other formal award (diploma, certificate, license) from
[fill NAME OF CURRENT SCHOOL]
before [fill LAST TERM UNDERGRAD END DATE FOR CURRENT SCHOOL]?
[r](Please do not count GED, or other high school equivalent or high-school
level award.)[n]

[r]INTERVIEWER: WE ARE INTERESTED HERE IN POSTSECONDARY DEGREE/[n]
[r]AWARDS RECEIVED PRIOR TO LAST UNDERGRADUATE TERM AT THE SCHOOL.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO ByyL]
<-7> REFUSE [GOTO ByyL]
===>

>ByyH< [allow 2]
[ByyH=B15H/B16H/B17H/B18H/B19H/B20H/B21H/B22H/B23H/B24H/B25H]
What other degree or formal award was that?

[r]INTERVIEWER: WE MUST HAVE A RESPONSE. "DK"/"RE" AREN'T ACCEPTABLE.
READ TO R. OPTIONS (2) THROUGH (7) FIRST TIME YOU GET TO THIS SCREEN.
TO DIFFERENTIATE BETWEEN OPTIONS 5 AND 6 MAY REQUIRE A PROBE AS TO
WHETHER ASSOCIATE'S DEGREE WAS ACADEMIC OR OCCUPATIONAL. IF MORE THAN
ONE, PICK THE ONE WITH THE HIGHEST NUMERICAL OPTION NUMBER.[n]

<1> NONE, NOT WORKING TOWARD ANY DEGREE [GOTO ByyL]
<2> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL CERTIFICATE OR DIPLOMA
<3> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL LICENSE
<4> 2- OR 3-YEAR VOCATIONAL/OCCUPATIONAL DEGREE OR DIPLOMA
<5> 2- OR 3-YEAR ASSOCIATES VOCATIONAL/TECHNICAL DEGREE
<6> 2- OR 3-YEAR ASSOCIATES ACADEMIC DEGREE
<7> 4- OR 5-YEAR BACHELOR'S DEGREE
===>

>Byyh< [allow 2]
[Byyh=B15h/B16h/B17h/B18h/B19h/B20h/B21h/B22h/B23h/B24h/B25h]

When did you receive this earlier
[fill TYPE OF DEGREE/AWARD/CERTIFICATE]?

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>Byyi< [allow 2]
[Byyi=B15i/B16i/B17i/B18i/B19i/B20i/B21i/B22i/B23i/B24i/B25i]
[IF Byyh=-7, GO TO ByyL]

YEAR:
<88-93> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW <-7> REFUSE
===>

>ByyL< [allow 2]
[ByyL=B15L/B16L/B17L/B18L/B19L/B20L/B21L/B22L/B23L/B24L/B25L]
[IF NO CONFIRMED GRADUATE ENROLLMENT ACROSS SCHOOLS OR NO GRAD ATTENDANCE AT CURRENT SCHOOL, GO TO START OF BLOCK OF QUESTIONS FOR NEXT SCHOOL (ByyG)
UNTIL DONE, THEN GO TO B26A]
During your last term as a graduate student at
[fill NAME OF CURRENT SCHOOL], ending [fill LAST GRAD TERM END DATE FOR SCHOOL],
what type of graduate degree or award were you working toward?

[r]INTERVIEWER: READ TO R. OPTIONS (8) THROUGH (12) FIRST TIME YOU GET TO THIS SCREEN. SUBSEQUENTLY, DON'T READ OPTIONS UNLESS NEEDED FOR PROMPTS OR VERIFICATION.[n]

<8> POST-BACCALAUREATE CERTIFICATE
<9> MASTER'S DEGREE OR EQUIVALENT
<10> POST-MASTER'S CERTIFICATE
<11> MD, DDS, LLB, OR OTHER ADVANCED PROFESSIONAL DEGREE (INCLUDES ADVANCED DEGREES IN DENTISTRY, MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY, THEOLOGY, VETERINARY MEDICINE, AND LAW)
<12> DOCTORATE DEGREE (E.G., Ph.D., Ed.D., D.B.A.)
<13> OTHER, SPECIFY
<-7> REFUSE [GOTO ByyP]
===>

>ByyM< [allow 30][no erase]
[ByyM=B15M/B16M/B17M/B18M/B19M/B20M/B21M/B22M/B23M/B24M/B25M]
[IF ByyL ^= 13, GO TO ByyN]

(SPECIFY BELOW ... UP TO 30 CHARACTERS)
===>

>ByyN< [allow 2]
[ByyN=B15N/B16N/B17N/B18N/B19N/B20N/B21N/B22N/B23N/B24N/B25N]
Did (Will) you complete this graduate degree, certificate, or other
formal award during this last term?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE

===>

>ByyP< [allow 2]
[TIME STAMP ON THIS SCREEN; COLLECT GRADUATE FIELD OF STUDY INFORMATION IN USER EXIT]
[ByyP=B15P/B16P/B17P/B18P/B19P/B20P/B21P/B22P/B23P/B24P/B25P]
What was your major, or program of study, during this last
[r]graduate-level[n] term at
[fill NAME OF CURRENT SCHOOL]?

[r]INTERVIEWER: ENTER TEXT AND SELECT APPROPRIATE FIELD OF STUDY[n]
[r]IN USER EXIT.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>
[IF ByyP=-7, GO TO START OF BLOCK OF QUESTIONS FOR NEXT SCHOOL (ByyG) UNTIL DONE, THEN GO TO B26A]
************* Major Field of Study (CIP) User Exit (see ByyG) **********
****

>B26A< [allow 2]
[TIME STAMP ON THIS SCREEN]
Have you taken, or do you expect to take any professional licensing/
certification exams (e.g., state teachers' or teacher assistant exam,
CPA licensing, cosmetology exam, professional engineering exam,
medical technology exam, state boards for law or medicine)?

[r]INTERVIEWER: INTEREST IS IN OCCUPATIONALLY RELATED LICENSES.
DRIVER'S/BOAT OPERATOR/FISHING/HUNTING LICENCES ARE NOT RELEVANT
UNLESS RELATED TO OCCUPATION (E.G., TRUCK DRIVER, PILOT)[n]

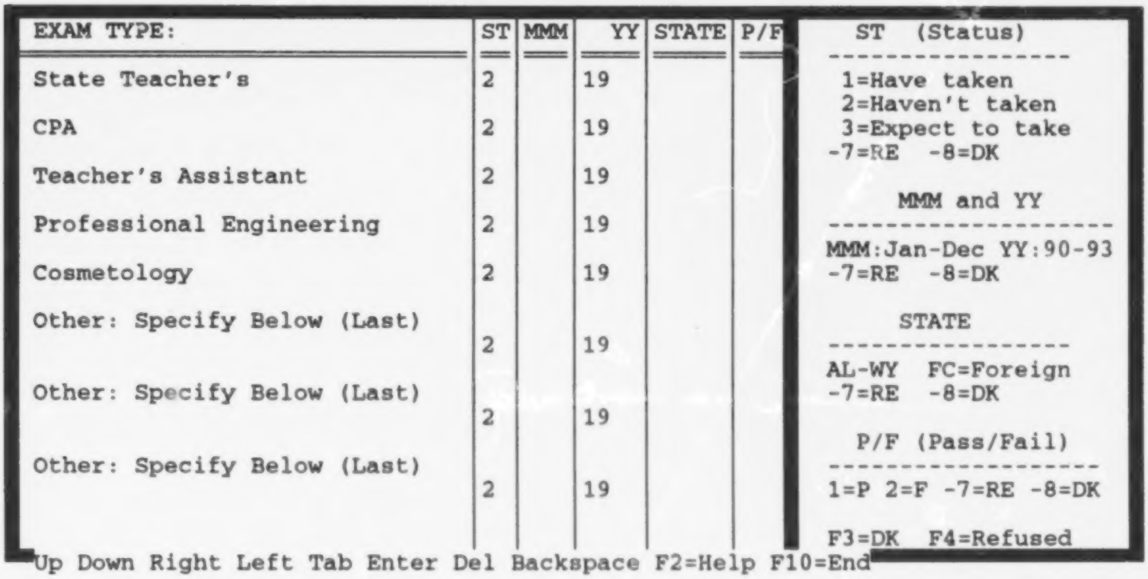
<1> YES
<2> NO [GOTO B27A]
<-8> DON'T KNOW [GOTO B27A]
<-7> REFUSE [GOTO B27A]
===>

>B26C< [allow 2]
[COLLECT LICENSING/CERTIFICATION EXAM INFORMATION IN USER EXIT.]
Which licensing/certification exams you have taken or do you expect to
take? For exams you have already taken, please tell us when and in
what state you took the exam, and if you passed.

[r]INTERVIEWER: ENTER INFORMATION IN USER EXIT.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO B27A]
===>

*************** Licensing Exam User Exit ****************************



EXAM TYPE:	ST	MMM	YY	STATE	P/F
State Teacher's	2		19		
CPA	2		19		
Teacher's Assistant	2		19		
Professional Engineering	2		19		
Cosmetology	2		19		
Other: Specify Below (Last)	2		19		
Other: Specify Below (Last)	2		19		
Other: Specify Below (Last)	2		19		

```
  ST  (Status)
-----------------
 1=Have taken
 2=Haven't taken
 3=Expect to take
-7=RE  -8=DK

     MMM and YY
--------------------
MMM:Jan-Dec YY:90-93
-7=RE  -8=DK

      STATE
-----------------
AL-WY  FC=Foreign
-7=RE  -8=DK

  P/F (Pass/Fail)
-------------------
1=P 2=F -7=RE -8=DK

F3=DK  F4=Refused
```

Up Down Right Left Tab Enter Del Backspace F2=Help F10=End

****

>B27A< [allow 2]
[IF NO NEW SCHOOLS ADDED AND ((ONLY 1 PRELOAD SCHOOL) OR (NO NEW TERMS ADDED)), THEN GO TO B28A]
You have indicated enrollment in more than one postsecondary school.
Did you transfer credits, courses, or clock hours from any of these
schools to another of the schools?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>B28A< [allow 2]
[IF COMPLETED SECTION C IN BPS:90/92 INTERVIEW, SET 89/90 AND 90/91 PRINCIPAL SCHOOL BLOCKS TO NOT APPLICABLE, AND GO TO B30A; ELSE DETERMINE WHICH SCHOOLS WERE APPLICABLE FOR 89/90. IF MORE THAN 1 SCHOOL APPLICABLE, GO TO B28D]
The only school you reported attending between 1 July 1989 and
30 June 1990 was [fill NAME OF APPLICABLE SCHOOL].
Do you consider this school to be a principal school in your
postsecondary education?

[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>

[IF B28A=NO, SET 89/90 PRINCIPAL UNDERGRAD SCHOOL TO NOT APPLICABLE. IN EITHER CASE, GO TO B29A]

>B28D< [allow 2]
You reported attending [fill # OF APPLICABLE SCHOOLS] schools between 1
July 1989 and
30 June 1990. Which (if any) of these schools do you consider the
principal school in your postsecondary education that year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]

<1> [fill NPSAS SCHOOL, IF ATTENDED IN 1989-90 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED IN 1989-90 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED IN 1989-90 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED IN 1989-90 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED IN 1989-90 YEAR]
<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED IN 1989-90 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED IN 1989-90 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED IN 1989-90 YEAR]
<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED IN 1989-90 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED IN 1989-90 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED IN 1989-90 YEAR]
<12> NONE OF THE SCHOOLS WERE PRINCIPAL
===>
[IF B28D=12, SET 89/90 UNDERGRAD PRINCIPAL SCHOOL BLOCK TO INAPPLICABLE, THEN GO TO B29A; ELSE, IF B28D VALUE WAS FOR INAPPLICABLE SCHOOL, RETURN TO B28D; ELSE SET 89/90 PRINCIPAL UNDERGRAD SCHOOL VALUES TO THOSE FROM THE SPECIFIED SCHOOL]

>B29A< [allow 2]
[DETERMINE WHICH SCHOOLS WERE APPLICABLE FOR 90/91. IF MORE THAN 1 SCHOOL APPLICABLE, GO TO B29D]
The only school you reported attending between 1 July 1990 and
30 June 1991 was [fill NAME OF APPLICABLE SCHOOL].
Do you consider this school to be a principal school in your
postsecondary education?

[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>
[IF B29A=NO, SET 90/91 PRINCIPAL UNDERGRAD SCHOOL TO NOT APPLICABLE. IN EITHER CASE, GO TO B30A]

>B29D< [allow 2]
You reported attending [fill # OF 90/91 SCHOOLS] schools between 1 July 1990 and
30 June 1991. Which (if any) of these schools do you consider the
principal school in your postsecondary education that year?
[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]

<1> [fill NPSAS SCHOOL, IF ATTENDED IN 1990-91 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED IN 1990-91 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED IN 1990-91 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED IN 1990-91 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED IN 1990-91 YEAR]

<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED IN 1990-91 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED IN 1990-91 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED IN 1990-91 YEAR]
<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED IN 1990-91 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED IN 1990-91 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED IN 1990-91 YEAR]
<12> NONE OF THE SCHOOLS WERE PRINCIPAL
===>
[IF B29D=12, SET 90/91 UNDERGRAD PRINCIPAL SCHOOL BLOCK TO INAPPLICABLE, THEN GO TO B30A; ELSE, IF B29D VALUE WAS FOR INAPPLICABLE SCHOOL, RETURN TO B29D; ELSE SET 90/91 PRINCIPAL UNDERGRAD SCHOOL VALUES TO THOSE FROM THE SPECIFIED SCHOOL]

>B30A< [allow 2]
[DETERMINE WHICH SCHOOLS WERE APPLICABLE FOR 91/92. IF MORE THAN 1 SCHOOL APPLICABLE, GO TO B30D]
The only school you reported attending as an undergraduate between
1 July 1991 and 30 June 1992 was
[fill NAME OF APPLICABLE SCHOOL].
Do you consider this school to be a principal school in your
undergraduate postsecondary education?

[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>
[IF B30A=NO, SET 91/92 PRINCIPAL UNDERGRAD SCHOOL TO NOT APPLICABLE. IN EITHER CASE, GO TO B31A]

>B30D< [allow 2]
You reported attending [fill # OF 91/92 SCHOOLS] schools as an undergraduate
between 1 July 1991 and 30 June 1992. Which (if any) of these schools do you
consider the principal school in your undergraduate postsecondary
education that year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]

<1> [fill NPSAS SCHOOL, IF ATTENDED IN 1991-92 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED IN 1991-92 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED IN 1991-92 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED IN 1991-92 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED IN 1991-92 YEAR]
<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED IN 1991-92 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED IN 1991-92 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED IN 1991-92 YEAR]
<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED IN 1991-92 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED IN 1991-92 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED IN 1991-92 YEAR]
<12> NONE OF THE SCHOOLS WERE PRINCIPAL
===>
[IF B30D=12, SET 91/92 UNDERGRAD PRINCIPAL SCHOOL BLOCK TO INAPPLICABLE, THEN GO TO B31A; ELSE, IF B30D VALUE WAS FOR INAPPLICABLE SCHOOL, RETURN TO B30D; ELSE SET 91/92 PRINCIPAL UNDERGRAD SCHOOL VALUES TO THOSE FROM THE SPECIFIED SCHOOL]

>B31A< [allow 2]
[DETERMINE WHICH SCHOOLS WERE APPLICABLE FOR 92/93. IF MORE THAN 1 SCHOOL APPLICABLE, GO TO B31D]

The only school you reported attending as an undergraduate between
1 July 1992 and the present was
[fill NAME OF APPLICABLE SCHOOL].
Do you consider this school to be a principal school in your
undergraduate postsecondary education?
[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>
[IF B31A=NO, SET 92/93 PRINCIPAL UNDERGRAD SCHOOL TO NOT APPLICABLE. IN EITHER CASE, GO TO B80D]

>B31D< [allow 2]
You reported attending [fill # OF 92/93 SCHOOLS] schools as an undergraduate
between 1 July 1992 and the present. Which (if any) of these schools do you
consider the principal school in your undergraduate postsecondary
education this school year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]

<1> [fill NPSAS SCHOOL, IF ATTENDED IN 1992-93 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED IN 1992-93 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED IN 1992-93 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED IN 1992-93 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED IN 1992-93 YEAR]
<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED IN 1992-93 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED IN 1992-93 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED IN 1992-93 YEAR]
<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED IN 1992-93 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED IN 1992-93 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED IN 1992-93 YEAR]
<12> NONE OF THE SCHOOLS WERE PRINCIPAL
===>
[IF B31D=12, SET 92/93 UNDERGRAD PRINCIPAL SCHOOL BLOCK TO INAPPLICABLE, THEN GO TO B80D; ELSE, IF B31D VALUE WAS FOR INAPPLICABLE SCHOOL, RETURN TO B31D; ELSE SET 92/93 PRINCIPAL UNDERGRAD SCHOOL VALUES TO THOSE FROM THE SPECIFIED SCHOOL]

>B80D< [allow 2]
[IF NO CONFIRMED GRAD ENROLLMENT, GO TO B32A; ELSE DETERMINE WHICH SCHOOLS WERE APPLICABLE FOR 91/92 GRAD ATTENDANCE. IF NO SCHOOL, SET 91/92 GRAD PRINCIPAL SCHOOL TO NOT APPLICABLE AND GO TO B81D; ELSE IF 1 SCHOOL, SET 91/92 GRAD PRINCIPAL SCHOOL TO THAT BLOCK AND GO TO B81D]
You reported attending [fill # OF 91/92 GRAD SCHOOLS] schools as a graduate or
advanced professional student between 1 July 1991 and the 30 June 1992. Which
of these schools do you consider the principal school in your
graduate education that school year?
[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]
<1> [fill NPSAS SCHOOL, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]

<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
===>
[IF B80D VALUE WAS FOR INAPPLICABLE SCHOOL, RETURN TO B80D; ELSE SET 91/92 PRINCIPAL GRAD SCHOOL VALUES TO THOSE FROM THE SPECIFIED SCHOOL]

>B81D< [allow 2]
[DETERMINE WHICH SCHOOLS WERE APPLICABLE FOR 92/93 GRAD ATTENDANCE. IF NO SCHOOL, SET 92/93 GRAD PRINCIPAL SCHOOL TO NOT APPLICABLE AND GO TO B32A; ELSE IF 1 SCHOOL, SET 92/93 GRAD PRINCIPAL SCHOOL TO THAT BLOCK AND GO TO B32A]
You reported attending [fill # OF 92/93 GRAD SCHOOLS] schools as a graduate or advanced professional student between 1 July 1992 and the present. Which of these schools do you consider the principal school in your graduate education this school year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]
<1> [fill NPSAS SCHOOL, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED AS GRAD STUDENT IN 1991-92 YEAR]
===>
[IF B81D VALUE WAS FOR INAPPLICABLE SCHOOL, RETURN TO B81D; ELSE SET 92/93 PRINCIPAL GRAD SCHOOL VALUES TO THOSE FROM THE SPECIFIED SCHOOL]
[THE FOLLOWING ITEMS ARE RELEVANT FOR PRINCIPAL UNDERGRAD SCHOOL FOR EACH OF 91/92 AND 92/93 ACADEMIC YEARS. THE ITEMS ARE ASKED AT MOST ONCE PER SCHOOL. B3a=B32/B35; B3b=B33/B36; B3c=B34/B37; B8a=B82/B85]
>B3aA< [allow 2]
[TIME STAMP ON THIS SCREEN;
B32A--> IF NO PRINCIPAL UNDERGRAD 91/92 SCHOOL, GO TO B35A;
B35A--> IF NO PRINCIPAL UNDERGRAD 92/93 SCHOOL OR IF IT IS THE SAME AS 91/92 SCHOOL, GO TO B38A]
[B3aA=B32A/B35A]
I am now going to read you a list of school-related activities that you may or may not have participated in since 1 July 1991, while you attended [fill NAME OF PRINCIPAL UNDERGRAD SCHOOL] [r]as an undergraduate[n].
Please indicate for each activity I read how often [r]per year[n] you participated; please answer:
Never,
Once,
Several Times, or
Often.
[r]INTERVIEWER: ACTIVITIES ARE ON NEXT SCREEN. READ EACH HIGHLIGHTED ACTIVITY AND ENTER APPLICABLE RESPONSE. AFTER A VALID ENTRY, THE NEXT APPLICABLE ACTIVITY WILL BE HIGHLIGHTED. TO CHANGE ANSWER ENTER 20. WHEN DONE, ENTER 99. "DK" AND "RE" ALLOWED.[n]

<1> ENTER 1 TO CONTINUE
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS

```
===>

>B3aD< [allow 2]
[B3aD=B32D/B35D]
[ITEMS ARE PRESENTED 1-BY-1 WITH THE START QUESTION RANDOMIZED BASED ON A
PRELOAD RANDOM NUMBER BETWEEN 1 AND 8, INCLUSIVE.  IF THE RANDOM # IS 8,
ITEM 8 IS PRESENTED FIRST (a. BELOW) FOLLOWED BY ITEM 1, ETC.  THE ITEM TEXTS
 WITH THEIR STORAGE LOCATIONS ARE AS FOLLOWS:
 1) "Talk with faculty about academic matters outside of class time"
 2) "Meet with advisor concerning academic plans"
 3) "Have informal or social contacts with advisor or other faculty members
     outside of classrooms/office"
 4) "Participate in study groups with other students outside of the classroom"
 5) "Participate in 1 or more student assistance centers/programs(eg,counseling,
     skills,minority serv.,health)"
 6) "Go places with friends from school (e.g.,concerts, movies, restaurants,
     sporting events)"
 7) "Participate in school clubs (e.g., student government, religious clubs,
     service activities)"
 8) "Attend academic or career-related lectures, conventions, or field trips
     with friends"]
Roughly, how often [r]per year[n] (since 1 July 1991) did you ..
a. [fill ITEM ASSOCIATED WITH RANDOMLY SELECTED FIRST QUESTION]
b. [fill ITEM ASSOCIATED WITH NEXT QUESTION IN SEQUENCE]
c. [fill ITEM ASSOCIATED WITH NEXT QUESTION IN SEQUENCE]
d. [fill ITEM ASSOCIATED WITH NEXT QUESTION IN SEQUENCE]
e. [fill ITEM ASSOCIATED WITH NEXT QUESTION IN SEQUENCE]
f. [fill ITEM ASSOCIATED WITH NEXT QUESTION IN SEQUENCE]
g. [fill ITEM ASSOCIATED WITH NEXT QUESTION IN SEQUENCE]
h. [fill ITEM ASSOCIATED WITH NEXT QUESTION IN SEQUENCE]

<1>NEVER  <2>ONCE  <3>SEVERAL TIMES  <4>OFTEN
[r]<99>ALL DONE[n] [r]<20>CHANGE ANSWER[n][goto B3aF]   <-8> DON'T KNOW   <-7> REFUSE
===>
[IF B3aD=99 AND NOT ALL ANSWERS COMPLETE, GO TO B3aM; ELSE IF B3aD=99, GO TO
 B8aD; ELSE, STORE B3aD VALUE IN APPROPRIATE LOCATION AND RETURN TO B3aD]

>B3aF< [allow 2][no erase]
[B3aF=B32F/B35F]
[IF CHANGE ANSWER PENDING ALREADY FOR ANOTHER ITEM, GO TO B3aI]
    Change answer to which line: <a><b><c><d><e><f><g><h>
===>
[DETERMINE WHERE ANSWER TO BE CHANGED, AND RETURN TO APPROPRIATE QUESTION ON
B3aD IF ALREADY COMPLETED PREVIOUSLY; ELSE GO TO B3aH]

>B3aH< [allow 1][no erase]
[B3aH=B32H/B35H]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto B3aD]
>B3aI< [allow 1][no erase]
[B3aI=B32I/B35I]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto B3aD]
```

>B3aM< [allow 1][no erase]
[B3aM=B32M/B35M]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto B3aD]

>B8aD< [allow 2]
[B8aD=B82D/B85D]
[IF PRINCIPAL UNDERGRAD SCHOOL LEVEL=3 (< 2 YR SCHOOL) OR LEVEL IS MISSING
OR CONTROL=3 (PROPRIETARY) OR CONTROL IS MISSING, THEN GO TO B3bA]
Roughly, how often [r]per year[n] did you ..

a. Participate in and practice with others for music, drama, choir, etc.
b. Participate in and practice with others for intramural or nonvarsity sports
c. Participate in and practice with others for intercollegiate or varsity sports

<1> NEVER <2> ONCE <3> SEVERAL TIMES <4> OFTEN
[r]<99> ALL DONE[n] [r]<20> CHANGE ANSWER[n] [goto B8aF] <-8> DON'T KNOW <-7> REFUSE
===>
[IF B8aD=99: IF ALL ITEMS ANSWERED, GO TO B3bA; ELSE, GO TO B8aM;
ELSE IF B8aD^=99, STORE B8aD VALUE IN APPROPRIATE LOCATION AND RETURN TO
B8aD]

>B8aF< [allow 2][no erase]
[B8aF=B82F/B85F]
[IF CHANGE ANSWER PENDING ALREADY FROM BEFORE, THEN GO TO B8aI]

Change answer to which line: <a><b><c>
===>
[DETERMINE WHERE ANSWER TO BE CHANGED, AND RETURN TO APPROPRIATE QUESTION ON
B8aD IF ALREADY COMPLETED PREVIOUSLY; ELSE GO TO B8aH]

>B8aH< [allow 1][no erase]
[B8aH=B82H/B85H]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto B8aD]

>B8aI< [allow 1][no erase]
[B8aI=B82I/B85I]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto B8aD]

>B8aM< [allow 1][no erase]
[B8aM=B82M/B85M]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto B8aD]

>B3bA< [allow 2]
[B3bA=B33A/B36A]
[TIME STAMP ON THIS SCREEN]
I am now going to ask you about your satisfaction with certain
features of your [r]undergraduate[n] educational experiences, since
1 July 1991, at [fill NAME OF PRINCIPAL UNDERGRAD SCHOOL].
Please indicate for each feature I read whether you were:
Very dissatisfied.
Somewhat dissatisfied,
Somewhat satisfied,
Very satisfied,
[r]INTERVIEWER: FEATURES ARE ON NEXT SCREEN. READ EACH HIGHLIGHTED FEATURE AND ENTER APPLICABLE RESPONSE. AFTER A VALID ENTRY, THE NEXT APPLICABLE FEATURE WILL BE HIGHLIGHTED. TO CHANGE ANSWER ENTER 20. WHEN DONE, ENTER 99. "DK" AND "RE" ALLOWED.[n]

<1> ENTER 1 TO CONTINUE
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

>B3bD< [allow 2]
[B3bD=B33D/B36D]
(As an undergraduate at [fill NAME OF PRINCIPAL UNDERGRAD SCHOOL],
since 1 July 1991) how satisfied were you with ..

a. The ability of most of your teachers
b. Your social life
c. Your intellectual growth
d. The financial cost of attending
e. The prestige of the school.
<1> VERY DISSATISFIED <2> SOMEWHAT DISSATISFIED <3> SOMEWHAT SATISFIED
<4> VERY SATISFIED <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto B3bF]
===>
[IF B3bD=99 AND NOT ALL ANSWERS COMPLETE, GO TO B3bK; ELSE IF B3bD=99, GO TO B82D; ELSE, STORE B3bD VALUE IN APPROPRIATE LOCATION AND RETURN TO B3bD]

>B3bF< [allow 2][no erase]
[B3bF=B33F/B36F]
[IF CHANGE ANSWER PENDING ALREADY FOR ANOTHER ITEM, GO TO B3bI]
Change answer to which line: <a><b><c><d><e>
===>
[DETERMINE WHERE ANSWER TO BE CHANGED, AND RETURN TO APPROPRIATE QUESTION ON B3bD IF ALREADY COMPLETED PREVIOUSLY; ELSE GO TO B3bH]

>B3bH< [allow 1][no erase]
[B3bH=B33H/B36H]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto B3bD]

>B3bI< [allow 2][no erase]
[B3bI=B33I/B36I]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto B3bD]

>B3bK< [allow 1][no erase]
[B3bK=B33K/B36K]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto B3bD]

>B3cA< [allow 2]
[B3cA=B34A/B37A]
[TIME STAMP ON THIS SCREEN; SCHOOL SERVICES/ACTIVITIES/FACILITIES INFORMATION COLLECTED IN USER EXIT]
I am now going to read you a list of school services, activities, or facilities that you may have used since 1 July '91, while you attended [fill NAME OF PRINCIPAL UNDERGRAD SCHOOL] [r]as an undergraduate[n]. Please indicate, for each, (a) whether you ever used it since 1 July 1991 (yes or no); (b) if you didn't use it, whether it was available (yes or no); or (c) if you used it, how satisfied you were with it; please respond:

Very dissatisfied,
Somewhat dissatisfied,
Somewhat satisfied, or
Very satisfied.

[r]INTERVIEWER: RECORD RESPONSES IN USER EXIT. THE USER EXIT SCREEN WILL GUIDE YOU THROUGH THE REQUIRED ENTRIES. IF IN DOUBT, SEE HELP SCREEN WITHIN USER EXIT[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>
[IF B3cA=-7: IF B34A, THEN GO TO B35A; IF B37A, THEN GO TO B38A]
****************** Satisfaction/Activities/Facilities User Exit ********

Did you use this?

University of Chicago

Service/Activity/Facility	Use *	Availability 1=YES 2=NO	Satisfaction Level **
Special tutoring or remedial instruction			
Counseling services			
Job placement			
Cultural activities, music, art, drama, etc.			
Sports and recreation facilities			

```
     * 1 = Respondent DID use service/activity/facility
       2 = Respondent did NOT use service/activity/facility
    ** 1 = very dissatisfied
       2 = somewhat dissatisfied
       3 = somewhat satisfied
       4 = very satisfied
      Use arrow keys & TAB to move to desired field, then type response.
                 Press F2 for help.   Press F10 when done.
```
****

>B38A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF PRELOAD ATHLETIC SCHOLARSHIP ^= YES, GO TO B39A]
When we spoke in 1989, you indicated that you received an [r]athletic[n] grant-in-aid or scholarship during your first year at [fill NAME OF NPSAS SCHOOL]. Was this for either varsity football or basketball?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS, UNLESS NEEDED FOR PROMPTS OR CLARIFICATION. YOU MAY HAVE TO PROMPT TO DIFFERENTIATE BETWEEN THE TWO "NO" RESPONSES; THIS DIFFERENTIATION IS IMPORTANT.[n]

<1> YES, FOR EITHER FOOTBALL OR BASKETBALL
<2> NO, FOR SOME OTHER VARSITY/INTERCOLLEGIATE SPORT
<3> NO, DID NOT RECEIVE ATHLETIC GRANT-IN-AID OR SCHOLARSHIP
<-7> REFUSE
===>

>B39A< [allow 2]
[IF NO NEW TERMS ADDED AND PRELOAD GRADE POINT INDICATOR IS SET, GO TO B40A]
Considering all postsecondary institutions you have attended, what types of grades have you received as an undergraduate? (i.e., What is your cumulative undergraduate grade point average over all schools you have attended?)

[r]INTERVIEWER: DON'T READ RESPONSE OPTIONS UNLESS NEEDED AS PROMPTS OR FOR CLARIFICATION.[n]

<1> MOSTLY A'S (3.75-4.00 GRADE POINT AVERAGE ON 4.00 SCALE)
<2> A'S AND B'S (3.25-3.74 GRADE POINT AVERAGE)
<3> MOSTLY B'S (2.75-3.24 GRADE POINT AVERAGE)
<4> B'S AND C'S (2.25-2.74 GRADE POINT AVERAGE)
<5> MOSTLY C'S (1.75-2.24 GRADE POINT AVERAGE)
<6> C'S AND D'S (1.25-1.74 GRADE POINT AVERAGE)
<7> MOSTLY D'S OR BELOW (LESS THAN 1.25 GRADE POINT AVERAGE)
<8> OTHER (E.G., NON-GRADED, PASS/FAIL)
<-8> DON'T KNOW
<-7> REFUSE
===>
>B40A< [allow 2]
[r]Considering all practical constraints[n], what is the highest level of education you [r]ever expect[n] to complete?

POSTSECONDARY VOCATIONAL:
<3> LESS THAN 1 YR OF OCCUPATIONAL/TRADE/TECHNICAL OR BUSINESS SCHOOL
<4> 1 BUT LESS THAN 2 YRS OF OCCUPATIONAL/TRADE/TECHNICAL/BUSINESS SCHOOL
<5> 2 YEARS OR MORE OF OCCUPATIONAL/TRADE/BUSINESS SCHOOL
POSTSECONDARY ACADEMIC:
<6> LESS THAN 2 YEARS OF COLLEGE
<7> 2 OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE)
<8> COMPLETE BACHELOR'S DEGREE (4 OR 5 YEAR DEGREE)
<9> MASTER'S DEGREE OR EQUIVALENT
<10> MD/DDS/LLB/OTHER ADVANCED PROFESSIONAL DEGREE (*SEE HELP SCREEN)
<11> DOCTORATE DEGREE (E.G., Ph.D., Ed.D., D.B.A.)
<-8> DON'T KNOW
<-7> REFUSE
===>

C. Employment Experiences

>C001< [allow 1]
[TIME STAMP ON THIS SCREEN]
The next few questions are about any jobs you may have held since we last spoke with you (regardless of when the job was started). If you left a job and sometime later went back to the same job, count that as two jobs for our purposes. We want you to consider [r]any job you[n] [r]held for pay[n], including summer jobs, work-study jobs, apprenticeships, and co-ops.

ENTER <1> TO CONTINUE
===>

>C01A< [allow 2]
[IF ANY PRELOAD JOBS (HELD IN 1991), GO TO C01E]
Have you held any full-time or part-time job for pay (including co-ops, college work study, summer jobs, National Guard, military service or military reserve) at any time since 1 February 19[fill 91 IF COLLECTED BPS:92 JOB DATA; 89 OTHERWISE]?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE [GOTO C90A]
===>

>C01C< [allow 2]
[IF C01A=NO, PREPARE UNEMPLOYMENT PERIOD FROM FEB OF GIVEN YEAR TO CURRENT MONTH, THEN GO TO C70A;
ELSE COLLECT JOB INFORMATION IN USER EXIT. INFORMATION INCLUDES EMPLOYER NAMES, BEGIN/END DATES FOR JOBS, WHETHER FULL- OR PART-TIME, AND PRIMARY JOBS FOR (1989 AND 1990 IF APPLICABLE AND) 1991 AND 1992]
For each job you held since 1 February 19[fill 91 IF COLLECTED BPS:92 JOB DATA; 89 OTHERWISE], please tell us:

a. Who your employer was,
b. What month and year you started the job,
c. What month and year you ended the job (if applicable), and
d. Whether the job was full- or part-time.

[r]INTERVIEWER: NOTE THAT YOU WILL ALSO DETERMINE "PRINCIPAL JOB" FOR EACH APPLICABLE YEAR WHILE YOU ARE IN THE USER EXIT.[n]
[r]INTERVIEWER: ENTER DATA IN USER EXIT. BE SURE TO GET ALL JOBS WHILE IN USER EXIT, BECAUSE ONCE YOU LEAVE THE USER EXIT, YOU WILL BE PERMANENTLY "LOCKED OUT" FROM ADDING JOBS OR JOB DATES.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO C90A]
===> [goto C01G]

>C01E< [allow 2]
[COLLECT JOB INFORMATION IN USER EXIT. INFORMATION INCLUDES EMPLOYER NAMES, BEGIN/END DATES FOR JOBS, WHETHER FULL- OR PART-TIME, AND PRIMARY JOBS FOR 1991 AND 1992]
When we last spoke, you told us that in 1991 you had worked for
[fill 1ST PRELOAD EMPLOYER NAME] [fill "and" IF APPLICABLE]
[fill 2ND PRELOAD EMPLOYER NAME IF APPLICABLE]
We would like to verify some information about the(se) job(s) and find

out about any additional full- or part-time jobs, for pay, you have held since 1 February 1991 (including co-ops, college work study, summer jobs, National Guard, or military reserve). For each new job please tell us:

a. Who your employer was,
b. What month and year you started the job,
c. What month and year you ended the job (if applicable), and
d. Whether the job was full- or part-time.

[r]INTERVIEWER: ENTER DATA AND DETERMINE PRINCIPAL JOBS IN UX. VERIFY END DATES ON PRELOADS. END DATES FOR "CURRENT" PRELOAD JOBS WILL BE BLANK. BE SURE TO GET ALL JOBS WHILE IN USER EXIT, BECAUSE ONCE YOU LEAVE IT, YOU'LL BE PERMANENTLY LOCKED OUT FROM ADDING JOBS OR DATES.
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO C90A]
===>

>C01G<
********************** Jobs User Exit ***********************

Employer	Start Date MMM yy	End Date MMM yy *	Status **

```
                    Line 01 out of 01
     *  Enter "NA " for ending month for current jobs
     ** Status Codes:  1 = full-time (at least 35 hours/week)
                       2 = part-time (less than 35 hours/week)
  Use arrow keys & TAB to move, DEL to delete a line, INS to add a line.
               Press F2 for help.   Press F10 when done.
```
****

>C02A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF LAST TERM END DATE FOR EDUCATION ON OR BEFORE ALL EMPLOYMENT START DATES, THEN GO TO C20A (Cy0A)]
Since you were employed before your last reported term in school, how did you view your primary role in relation to education and work?

[r]INTERVIEWER: READ ALL CHOICES BEFORE RECORDING RESPONSE! WE MUST HAVE A RESPONSE TO THIS QUESTION, SO FORCE A CHOICE.[n]

<1> a student who works to help pay expenses while in school/college [goto C03A]
<2> a student who works to earn extra spending money while in school/college [goto C03A]
<3> an employee who attends school/college to gain skills necessary for job advancement [goto C20A]
<4> an employee who attends school to expand new career possibilities [goto C20A]
<5> an employee who attends school to expand personal knowledge/skills not related to employment [goto C20A]
<-7> REFUSE [goto C20A]
===>

[REPEAT BLOCK OF QUESTIONS FOR EACH OF UP TO 15 JOBS. QUESTIONS ASKED ONLY IF EMPLOYMENT PERIOD PRECEDED END DATE FOR ENROLLMENT AND RESPONDENT CONSIDERED SELF STUDENT FIRST.
Cxx=C03/C04/C05/C06/C07/C08/C09/C10/C11/C12/C13/C14/C15/C16/C17]

>CxxA< [allow 2]
[IF NO MORE JOBS, GO TO C20A; ELSE IF OVERLAP INDICATOR NOT SET OR JOB WAS A PRELOAD JOB, GO TO NEXT JOB (NEXT CxxA) UNTIL NO MORE JOBS, THEN GO TO C20A]
Was your job with [fill NAME OF CURRENT EMPLOYER],
which started in [fill JOB START DATE], a co-op job or paid
internship/apprenticeship associated with an educational program you
were enrolled in at that time?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>CxxC< [allow 2]
How closely was this job with
[fill NAME OF CURRENT EMPLOYER]
related to your planned area of study [r]at that time[n]?

<1> CLOSELY RELATED
<2> SOMEWHAT RELATED
<3> NOT RELATED
<-7> REFUSE
===>

>CxxE< [allow 2]
Was this job with
[fill NAME OF CURRENT EMPLOYER]
on-campus or off-campus?

<1> ON-CAMPUS
<2> OFF-CAMPUS
<-7> REFUSE
===>

>CxxG< [allow 2]
In a [r]typical week[n] on this job, how many hours did you work?

HOURS PER WEEK:
<1-49>
<50> 50 OR MORE HOURS
<-8> DON'T KNOW <-7> REFUSE
===>
[GO TO NEXT CxxA UNTIL DONE. THEN, GO TO C20A (Cy0A)]

[THIS IS A REPEAT BLOCK FOR PRIMARY JOB FOR EACH OF 4 YEARS: 89(C20-C24 BLOCK)/90(C30-C34 BLOCK)/91(C40-C44 BLOCK)/92(C50-C54 BLOCK). 89 AND 90 JOBS ARE ONLY RELEVANT IF NO JOB DATA COLLECTED IN BPS:90/92. CERTAIN QUESTIONS ARE NOT REPEATED IF A PRIMARY JOB IS THE SAME FOR MULTIPLE YEARS.
Cy=C2/C3/C4/C5]
>Cy0A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF NO JOBS HELD DURING THAT YEAR, GO TO NEXT PRIMARY JOB BLOCK (NEXT Cy0A) UNTIL DONE, THEN GO TO C60A(C6aA);ELSE IF CURRENT JOB IS SAME AS ANY OF PREVIOUS YEARS' PRIMARY JOBS, STORE VARIABLES FOR THAT YEAR INTO THE CURRENT YEAR BLOCK AS FOLLOWS: Cy0A, Cy0B, Cy0S, Cy0T (JOB INDUSTRY CLASSIFICATION, TEXT, AND CODE) AND GO TO Cy0G]

You told us earlier that in [GIVEN YEAR] your principal job was with
[fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR].
What kind of company or organization was this?

[r]INTERVIEWER: READ ALTERNATIVES AND FORCE A CHOICE, EVEN "OTHER".
"DK" IS NOT APPROPRIATE HERE.[n]

<1> PRIVATE FOR-PROFIT
<2> PRIVATE NOT-FOR-PROFIT OR NON-PROFIT
<3> LOCAL GOVERNMENT
<4> STATE GOVERNMENT
<5> FEDERAL GOVERNMENT
<6> SELF-EMPLOYED IN YOUR OWN BUSINESS, PROFESSIONAL PRACTICE, OR
FARM (NOT INCORPORATED)
<7> SELF-EMPLOYED IN YOUR OWN BUSINESS, PROFESSIONAL PRACTICE, OR
FARM (INCORPORATED)
<8> OTHER
<-8> DON'T KNOW <-7> REFUSE
===>

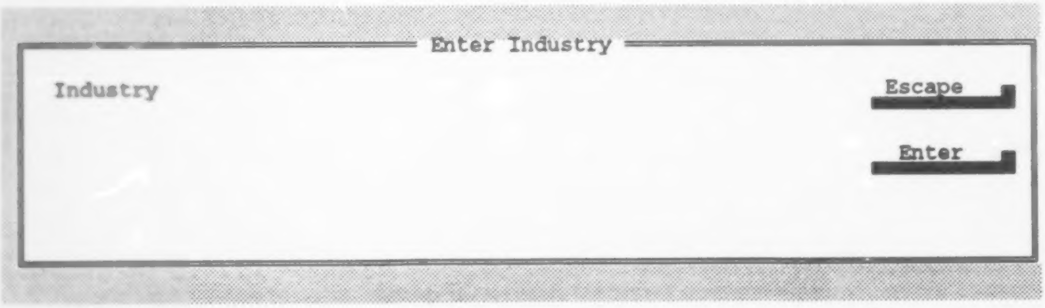
>Cy0B< [allow 35][no erase]
[IF Cy0A ^= 8, GO TO Cy0C]

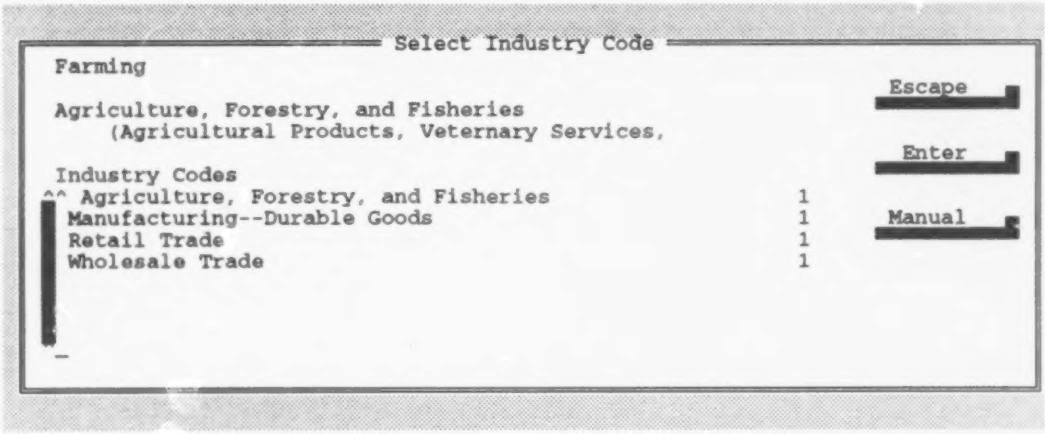
(SPECIFY BELOW ... UP TO 35 CHARACTERS)
===>

>Cy0C< [allow 2]
[TIME STAMP ON THIS SCREEN; COLLECT INDUSTRY AND OCCUPATION TEXTS AND CODES FOR
CURRENT YEAR PRIMARY JOB IN USER EXIT.]
For your [GIVEN YEAR] job with [fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR], please tell me the specific type of industry and your specific occupation. (Some examples of industry are: hospital, newspaper publishing, retail mail order house, wholesale farm supply, bank, auto engine manufacturing, public school system, military, etc.; examples of occupations are: registered nurse, cook, waitress, hairdresser, banker, personnel manager, sales clerk, gasoline engine assembler, auto mechanic, teacher, counselor, lawyer, etc.)

[r]INTERVIEWER: ENTER TEXT AND CODE INDUSTRY AND OCCUPATION IN THE
USER EXIT[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO Cy1A]
===> [GOTO Cy1A]
**************** Industry/Occupation User Exit **************************************

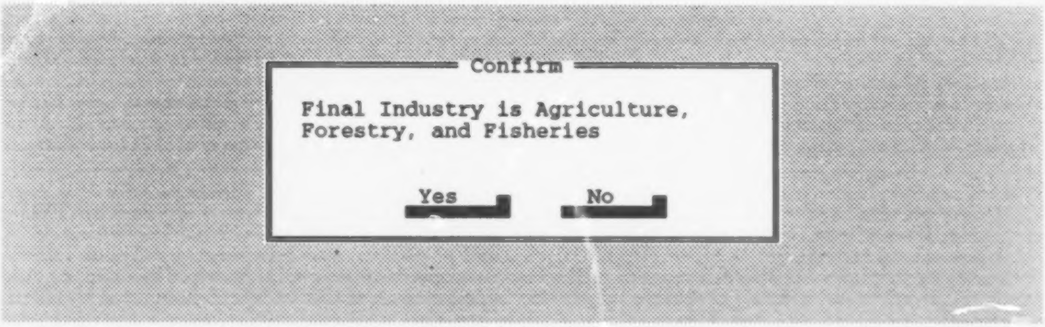




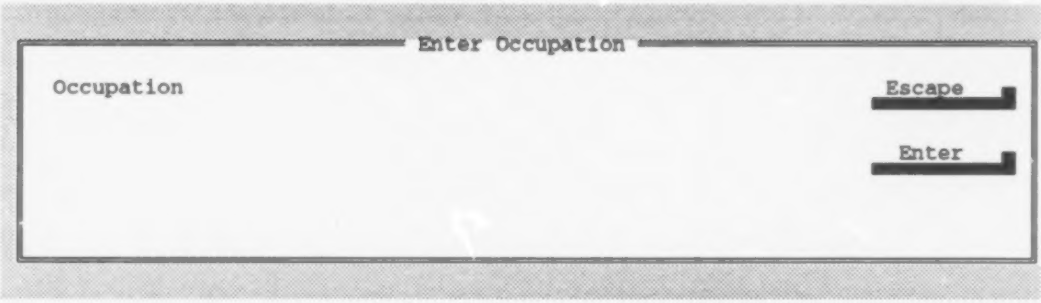
```
══════════════════ Select Industry Code ══════════════════
 Farming

 Agriculture, Forestry, and Fisheries
     (Agricultural Products, Veternary Services,

 Industry Codes
^^ Agriculture, Forestry, and Fisheries                 1
  Manufacturing--Durable Goods                          1
  Retail Trade                                          1
  Wholesale Trade                                       1
```

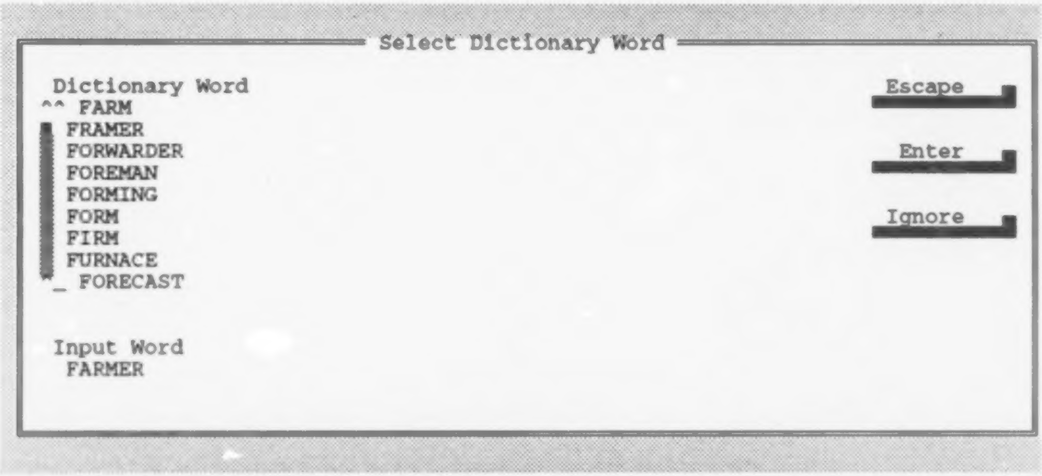

Confirm

Final Industry is Agriculture,
Forestry, and Fisheries


Enter Occupation

Occupation

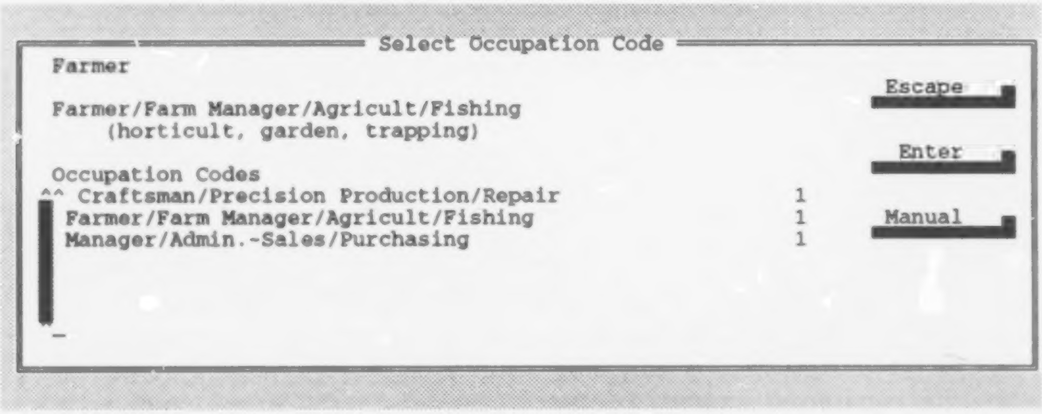
Escape
Enter


Select Dictionary Word

Dictionary Word
^^ FARM
FRAMER
FORWARDER
FOREMAN
FORMING
FORM
FIRM
FURNACE
_ FORECAST

Input Word
FARMER

Escape
Enter
Ignore


Select Occupation Code

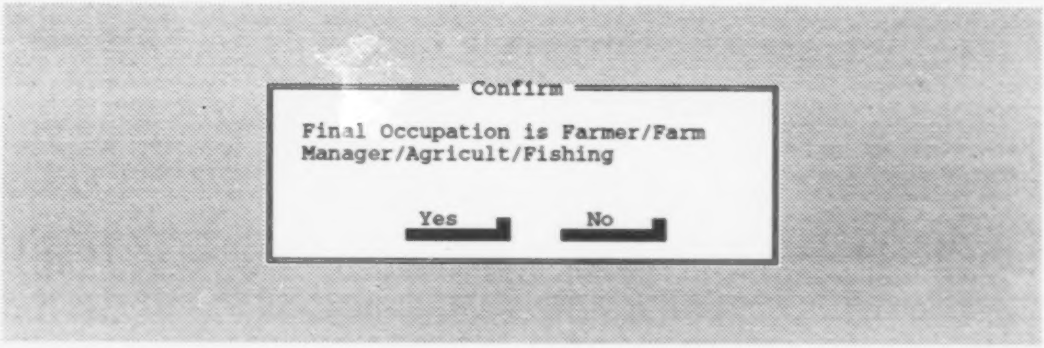
Farmer

Farmer/Farm Manager/Agricult/Fishing
(horticult, garden, trapping)

Occupation Codes

^^ Craftsman/Precision Production/Repair	1
Farmer/Farm Manager/Agricult/Fishing	1
Manager/Admin.-Sales/Purchasing	1

Escape
Enter
Manual


Confirm

Final Occupation is Farmer/Farm Manager/Agricult/Fishing

****

>Cy0G< [allow 2]
[TIME STAMP ON THIS SCREEN]
Since we have spoken previously about your employment with
[fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR],
was your [GIVEN YEAR] job/occupation with this company/organization the same
as the previous one we discussed?

<1> JOB THE SAME AS LAST REPORTED ONE
<2> JOB NOT THE SAME AS LAST REPORTED ONE
<-7> REFUSE
===>

>Cy0I< [allow 2]
[IF Cy0G ^= 2, STORE OCCUPATION TEXT AND CODE FROM PRIOR YEAR SINCE EMPLOYER THE SAME (AND EITHER JOB THE SAME OR RESP. REFUSED), THEN GO TO Cy1A;
ELSE COLLECT OCCUPATION TEXT AND CODE IN USER EXIT (DON'T COLLECT INDUSTRY TEXT AND CODE SINCE ALREADY AVAILABLE FROM PRIOR YEAR.]
What was your specific new job/occupation in your [GIVEN YEAR] employment with
[fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR]? (Some examples of occupations are: registered nurse, cook, waitress, hairdresser, banker, personnel manager, sales clerk, gasoline engine assembler, auto mechanic, teacher, counselor, lawyer, etc.)

[r]INTERVIEWER: ENTER TEXT AND CODE OCCUPATION IN THE USER EXIT[n]
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO Cy1A]
===>
************* Industry/Occupation User Exit *************
************* Occupation Portion Only (See >Cy0C<) *************
****

>Cy1A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF SCHOOL/JOB "OVERLAP" AND RESPONDENT CONSIDERED SELF PRIMARILY STUDENT (C02A=1 OR C02A=2), THEN GO TO NEXT PRIMARY YEAR JOB BLOCK (NEXT Cy0A) UNTIL DONE, THEN GO TO C60A; ELSE IF JOB SAME AS PRIOR YEAR JOB, STORE PRIOR JOB'S DATA FOR FOLLOWING VARIABLES: Cy3B, Cy3E, Cy3L, Cy3M, Cy3N, Cy3O, Cy3P, Cy3Q, Cy3R, Cy3S, Cy3T, Cy3U, Cy3V, Cy3W, Cy3X, Cy3Y, Cy3Z (Cy3 BLOCK CONCERNS WHAT THINGS DONE TO GET JOB); ALSO, IF JOB NOT NEW (OCCUPATION AND EMPLOYER SAME AS EARLIER PRINCIPAL JOB), STORE PRIOR JOB'S DATA FOR: Cy1A, Cy1C, Cy1Q, Cy1R, Cy1S, Cy1T, Cy2A, Cy2C, Cy4C (THE REST OF THE PRINCIPAL JOB BLOCK DATA), AND GO TO NEXT PRINCIPAL JOB (NEXT Cy0A) UNTIL

```
 DONE, THEN GO TO C60A.  IF PRIMARY JOB REPRESENTS NEW EMPLOYER, REST OF Cy
BLOCK WILL BE ASKED.  IF IT REPRESENTS NEW OCCUPATION WITH EARLIER EMPLOYER,
Cy1, Cy2 AND Cy4 QUESTIONS WILL BE ASKED.]
How closely was your [GIVEN YEAR] [fill "new" IF APPLICABLE] job with
[fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR]
related to your major field of postsecondary study?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS PROBES
OR FOR CLARIFICATION.  PROBE FOR HOW CLOSELY IF R. DOES NOT VOLUNTEER
A CODEABLE ANSWER IN HIS/HER OPEN-ENDED RESPONSE.[n]

 <1> CLOSELY RELATED
 <2> SOMEWHAT RELATED
 <3> NOT RELATED
<-7> REFUSE
===>

>Cy1C< [allow 2]
Please tell me which of the following statements (which I will read to
you) apply to your [GIVEN YEAR] [fill "new" IF APPLICABLE] job
with [fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR].
[r]INTERVIEWER:  READ EACH LINE AND "TOGGLE" TO "YES" IF IT APPLIES[n]

   [r]CODE ALL THAT APPLY:[n]
 <1> I was able to apply most of what I learned in school
 <2> The job was different from my education/training
 <3> I did not use tools/equipment/skills I was trained to use
 <4> I could have gotten this job without my training/education
[r]<99> ALL DONE[n]   [GOTO Cy2A]
===>
[STORE RESPONSES FOR EACH OF 4 ITEMS IN APPROPRIATE LOCATIONS, AND RETURN TO
 Cy1C UNTIL DONE (Cy1C=99)]


>Cy2A< [allow 2]
[IF Cy1A ^= 3 ("JOB NOT RELATED TO MAJOR" NOT INDICATED), GO TO Cy3A]
You indicated before that your [GIVEN YEAR] [fill "new" IF APPLICABLE] job with
[fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR]
was not related to your major field of study.  What was the [r]main[n]
reason for taking it?
[r]INTERVIEWER: DON'T READ OPTIONS UNLESS NEEDED AS PROMPTS.[n]
 <1> COULD NOT FIND JOB IN FIELD
 <2> BETTER OPPORTUNITY FOR ADVANCEMENT
 <3> CURIOUS ABOUT THIS TYPE OF WORK
 <4> BETTER OPPORTUNITY TO HELP PEOPLE OR BE USEFUL TO SOCIETY
 <5> PAY WAS BETTER
 <6> HAD JOB ALREADY AND WANTED TO KEEP IT
 <7> WANTED TO WORK IN "MANUAL" OCCUPATION
 <8> DIDN'T CARE ABOUT WORKING IN FIELD OF STUDY
 <9> OTHER (SPECIFY)
<-7> REFUSE
===>

>Cy2C< [allow 35][no erase]
[IF Cy2A ^= 9, THEN GO TO Cy3A]
(SPECIFY BELOW ... UP TO 35 CHARACTERS)
===>
```

>Cy3A<
[IF PRIMARY JOB THE SAME (SAME JOB #) AS ANY PRIOR YEAR'S PRIMARY JOB, THEN GO TO Cy4A]

>Cy3B< [allow 2]
What were the primary things you did to find this [GIVEN YEAR] job with
[fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR]?
[r]INTERVIEWER: DON'T READ OPTS. UNLESS NEEDED AS PROMPTS. TOGGLE.[n]
<1> SENT OUT RESUMES
<2> WENT TO CAMPUS JOB PLACEMENT OFFICE
<3> LOOKED THROUGH WANT ADS
<4> ASKED FAMILY OR FRIENDS
<5> INTERVIEWED TO DETERMINE OPPORTUNITIES
<6> ASKED PROFESSORS
<7> ATTENDED RECRUITING FAIRS
<8> DID VOLUNTEER WORK IN FIELD
<9> LOOKED AT JOB BOARDS IN UNEMPLOYMENT OFFICE
<10> CONTACTED EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER
<11> PLACED WANT AD
<12> GOT TRADE JOURNALS; ATTENDED PROFESSIONAL MEETINGS
<13> [fill "OTHER, SPECIFY" TEXT IF APPLICABLE]
<14> DID NOTHING
[r]<99> ALL DONE[n]
===>
[IF Cy3B=99: IF NO "YES" ANSWERS, GO TO Cy3G; ELSE, IF MORE THAN 1 "YES" ANSWER AND CHOICE 14 (DID NOTHING) IS "YES", SET CHOICE 14 TO NO; IF 1 OR MORE "YES" ANSWERS, GO TO Cy4A; ELSE IF Cy3B ^= 99 AND Cy3B ^= 13, STORE RESPONSE FOR GIVEN ITEM IN APPROPRIATE LOCATION AND RETURN TO Cy3B; ELSE (OTHER SPECIFY) GO TO Cy3E]
>Cy3E< [allow 40][no erase]

(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===> [goto Cy3B]

>Cy3G< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]

ENTER <1> TO CONTINUE
===> [goto Cy3B]

>Cy4A< [allow 2]
Was additional education or training required for advancement in your
[GIVEN YEAR] [fill "new" IF APPLICABLE] job with
[fill PRINCIPAL JOB EMPLOYER NAME FOR GIVEN YEAR]?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>
[GO TO NEXT Cy0A (NEXT YEAR'S PRIMARY JOB BLOCK) UNTIL DONE. THEN GO TO C60A (C6aA)]

[THIS IS A REPEAT BLOCK FOR PRIMARY JOB FOR EACH OF 4 YEARS:
89(C60-C61 BLOCK)/90(C62-C63 BLOCK)/91(C64-C65 BLOCK)/92(C66-C67 BLOCK).
89 AND 90 JOBS ARE ONLY RELEVANT IF NO JOB DATA COLLECTED IN BPS:90/92.
ALSO, RESPONDENT MUST HAVE HELD JOB ON OR AFTER END
OF ENROLLMENT OR NOT CONSIDER SELF PRIMARILY STUDENT FOR JOB TO BE RELEVANT.
THE JOB MUST BE HELD FOR >= 3 MONTHS TO BE CONSIDERED. FINALLY, THIS BLOCK OF QUESTIONS

IS ASKED AT MOST ONLY ONCE PER JOB #.
C6a=C60/C62/C64/C66; C6b=C61/C63/C65/C67]
[C60A: TIME STAMP ON THIS SCREEN]

>C6aA< [allow 2]
[IF JOB BLOCK NOT APPLICABLE FOR CURRENT YEAR, GO TO NEXT YEAR JOB BLOCK (NEXT C6aA) UNTIL DONE, THEN GO TO C68]
During the entire time, [r]since February [fill "1989" IF NO BPS:92 JOB INFORMATION, ELSE "1991"][n], that you worked for [fill CURRENT YEAR PRIMARY JOB EMPLOYER NAME], did you participate in any education/training program [r]provided[n] by them (other than routine on-the-job training)?
("Employer-provided education/training includes not only training [r]conducted by the employer[n] but also training [r]paid for[n] by the employer {such as tuition for courses at a local school}; or [r]arranged by the employer[n] {such as bringing in an outside agent, union, or private training firm; or sending employee for a course conducted at some other location}.)
[r]INTERVIEWER: THIS INCLUDES MILITARY SCHOOLS. IT DOES NOT INCLUDE HELP TOWARD REGULAR COLLEGE DEGREES, WHICH IS A FORM OF AID IN "B"[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>
>C6aC< [allow 2]
[IF C6aA ^= YES, GO TO NEXT JOB BLOCK (NEXT C6aA) UNTIL DONE, THEN GO TO C68A]
Were [r]any[n] of these education/training programs at [fill CURRENT YEAR PRIMARY JOB EMPLOYER NAME] one of the following types?
[r]INTERVIEWER: READ OPTIONS AND "TOGGLE" TO "YES" IF APPLICABLE.[n]
[r]CODE ALL THAT APPLY:[n]
<1> formal registered apprenticeship, sponsored by the state or a labor union
<2> employer provided job training during working hours on premises
<3> payment for job-related education/training at an educational institution or training center during working hours
<4> payment for job-related education/training at an educational institution or training center outside of working hours
<99> NONE OR [r]ALL DONE[n] [GOTO C6bA]
===>
[IF C6aC ^= 99, STORE VALUE FOR GIVEN ITEM IN APPROPRIATE LOCATION AND RETURN TO C6aC]

>C6bA< [allow 2]
In what specific areas did [fill CURRENT YEAR PRIMARY JOB EMPLOYER NAME] provide this training/education to you.
[r]INTERVIEWER: DON'T READ OPTIONS UNLESS NEEDED AS PROMPTS. TOGGLE RESPONSES INTO ALL THAT APPLY. IF "OTHER" YOU WILL HAVE TO SPECIFY[n]
[r]CODE ALL THAT APPLY:[n]
<1> EXECUTIVE/MANAGEMENT DEVELOPMENT
<2> SUPERVISORY SKILL DEVELOPMENT
<3> TECHNICAL SKILL OR TRADE IMPROVEMENT/ENHANCEMENT
<4> JOB PERFORMANCE IMPROVEMENT
<5> WORD PROCESSING OR COMPUTER APPLICATIONS SOFTWARE
<6> SALES OR MARKETING
<7> JOB HEALTH AND/OR SAFETY
<8> NEW SKILLS; PROFESSIONAL DEVELOPMENT
<9> QUALITY CONTROL; STATISTICAL PROCESS CONTROL
<10> [fill "OTHER, SPECIFY" TEXT IF APPLICABLE]
[r]<99> ALL DONE[n]

===>
[IF C6bA=99: IF NO "YES" ANSWERS, GO TO C6bE; ELSE GO TO NEXT JOB BLOCK (NEXT C6aA) UNTIL DONE, THEN GO TO C68A. IF C6bA ^=99 AND C6bA ^= 10, STORE VALUE FOR ITEM IN APPROPRIATE LOCATION AND GO TO C6bx (FOR "YES" RESPONSES); ELSE IF C6bA=10, GO TO C6bD]

>C6bD< [allow 40][no erase]

(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===> [goto C6bx]

>C6bE< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]

ENTER <1> TO CONTINUE
===> [goto C6bA]
>C6bx< [allow 2][no erase]
[C6bx=C6bF/C6bG/C6bH/C6bI/C6bJ/C6bK/C6bL/C6bM/C6bN/C6bO]

Was this training [r]<1> required[n] or [r]<2> optional[n]? (<-7> REFUSE)
===> [goto C6bA]

[THE C68 BLOCK IS FOR MOST RECENT PRIMARY JOB. ALSO, RESPONDENT MUST HAVE HELD JOB ON OR AFTER END OF ENROLLMENT OR NOT CONSIDER SELF PRIMARILY STUDENT FOR JOB TO BE RELEVANT.]
>C68A< [allow 2]
[MOST RECENT PRIMARY JOB: IF NO APPLICABLE JOB, GO TO C70A]
How satisfied were you with your latest or last job with
[fill MOST RECENT JOB EMPLOYER NAME]
in the following areas (that I will read to you)?
[r]INTERVIEWER: READ HIGHLIGHTED RESPONSE OPTION AND ENTER APPROPRIATE RESPONSE. TREAT "DK" AS "NO OPINION."[n]

a. Pay and fringe benefits
b. Opportunity for promotion
c. Job security and permanence
d. Opportunity for further education
e. Importance of work
f. Difficulty and challenge of work
g. Overall satisfaction with job

<1> SATISFIED <2> NEUTRAL OR NO OPINION <3> DISSATISFIED <-7> REFUSE
[r]<99> ALL DONE[n] [goto C68G] [r] <20> CHANGE ANSWER [n] [goto C68C]
===>
[ANSWER EACH ITEM IN ORDER, STORING THE RESPONSES TO EACH ITEM IN THE APPROPRIATE LOCATIONS AND RETURNING TO C68A.]

>C68C< [allow 2][no erase]
[IF ALREADY HAVE A PENDING "CHANGE ANSWER" REQUEST, GO TO C68F]

CHANGE ANSWER TO WHICH LINE: <a><b><c><d><e><f><g>
===>
[RETURN TO THE SPECIFIED CHANGE ANSWER LINE OF C68A IF ALREADY ANSWERED PREVIOUSLY. IF NOT ANSWERED PREVIOUSLY, GO TO C68E.]

>C68E< [allow 2][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto C68A]

>C68F< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto C68A]

>C68G<
[IF ANY QUESTIONS NOT ANSWERED, GO TO C68H; ELSE, GO TO C70A]

>C68H< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto C68A]

[REPEAT BLOCK OF QUESTIONS FOR EACH OF UP TO 8 UNEMPLOYMENT PERIODS. UNEMPLOYMENT PERIODS ARE DETERMINED IN THE JOBS USER EXIT BASED ON ANY GAPS BETWEEN EMPLOYMENT PERIODS INCLUDING GAPS OF AT LEAST 1 MONTH UP TO PRESENT.
C7c=C70/C71/C72/C73/C74/C75/C76/C77]
>C7cA< [allow 2]
[IF NO MORE UNEMPLOYMENT PERIODS, GO TO C90A]
According to what you have told us, you were not working for pay
during the period from [fill UNEMPLOYMENT START MMM YYYY] to
[fill UNEMPLOYMENT END MMM YYYY]. Is that correct?

[r]INTERVIEWER: BE SURE TO PROBE FOR TYPE OF "INCORRECT" RESPONSE, AND ENTER IT APPROPRIATELY BELOW.[n]

<1> INFORMATION CORRECT
<2> INCORRECT, BUT UNEMPLOYED DURING PART OF SPECIFIED PERIOD
<3> INCORRECT. WORKING DURING ENTIRE PERIOD
<-8> DON'T KNOW <-7> REFUSE
===>

>C7cC< [allow 2]
[IF C7cA = 3 OR C7cA = -7, GO TO NEXT UNEMPLOYMENT BLOCK (NEXT C7cA) UNTIL DONE, THEN GO TO C90A]
Were you either:
(a) holding a job but on temporary layoff, or
(b) holding a job and waiting to report to work
during this [r]entire[n] period?

(Period from [fill UNEMPLOYMENT START MMM YYYY] to [fill UNEMPLOYMENT END MMM YYYY].)

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C7cE< [allow 2]
[IF C7cC = "YES", GO TO NEXT UNEMPLOYMENT BLOCK (NEXT C7cA) UNTIL DONE,
THEN GO TO C90A]
Were you [r]actively[n] seeking work during [r]any[n] part of this
period when you were not working?

(Period from [fill UNEMPLOYMENT START MMM YYYY] to [fill UNEMPLOYMENT END
MMM YYYY].)

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C7cG< [allow 2]
[IF C7cE ^= "YES", GO TO NEXT UNEMPLOYMENT BLOCK (NEXT C7cA) UNTIL DONE,
THEN GO TO C90A]
Did you receive any unemployment compensation for [r]at any time[n]
during this period when you were not working?

(Period from [fill UNEMPLOYMENT START MMM YYYY] to [fill UNEMPLOYMENT END
MMM YYYY].)

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
[GO TO NEXT UNEMPLOYMENT BLOCK (NEXT C7cA) UNTIL DONE, THEN GO TO C90A]
>C90A< [allow 2]
[TIME STAMP ON THIS SCREEN]
Five years from now (spring of 1998), do you intend to be working
[r]for pay[n], either full-time or part-time? If you are not sure of
the answer, please give your best estimate.

[r]INTERVIEWER: BE SURE TO DETERMINE FULL- OR PART-TIME PLANS.[n]
<1> YES, FULL-TIME
<2> YES, PART-TIME
<3> NO [goto C92]
<-8> DON'T KNOW [goto C92] <-7> REFUSE [goto C92]
===>

>C90C< [allow 2]
[TIME STAMP ON THIS SCREEN; COLLECT OCCUPATION AND CODE IN USER EXIT.]
What type of job or occupation (for example, salesperson, waitress,
teacher, assembler, carpenter, banker, shift supervisor) do you plan
to have five years from now? If you're not sure, please provide your
best estimate.

[r]INTERVIEWER: ENTER TEXT AND ASSIGN OCCUPATION CODE IN USER EXIT.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO C92A]
===>
************** Industry/Occupation User Exit **************
************** Occupation Portion Only (See >Cy0C<) **************
****

>C92A< [allow 2]
[TIME STAMP ON THIS SCREEN]
In determining the kind of work you plan to be doing for most of your
life, how important are each of the following [r]general[n] factors?
Please answer: not important, somewhat important, or very important.

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER
APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]

a. Previous work experience in the area
b. Work that seems important and interesting to you
c. Freedom to make your own decisions
d. Work where most problems are quite difficult & challenging
e. Work with increasing responsibilities over time

<1> NOT IMPORTANT <2> SOMEWHAT IMPORTANT <3> VERY IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C92F]
===>
[IF C92A=99: IF ANY ITEMS NOT ANSWERED, GO TO C92M, ELSE GO TO C93A;
ELSE, STORE VALUE FOR GIVEN ITEM IN APPROPRIATE LOCATION AND RETURN TO C92A]

>C92F< [allow 2][no erase]
[IF PENDING "CHANGE ANSWER" ALREADY, GO TO C92I]

Change answer to which line: <a><b><c><d><e>
===>
[IF GIVEN ITEM NOT YET ANSWERED, GO TO C92H; ELSE, GO TO SPECIFIED ITEM ON C92A]

>C92H< [allow 1][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C92A]

>C92I< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C92A]

>C92M< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C92A]

>C93A< [allow 2]
In determining the kind of work you plan to be doing for most of your
life, how important are each of the following [r]incentive[n] factors?
Please answer: not important, somewhat important, or very important.

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER
APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]

a. Good income or fringe benefits to start or within a few years
b. Job security and permanence
c. Opportunity for promotion
d. Opportunity for further education and/or training

<1> NOT IMPORTANT <2> SOMEWHAT IMPORTANT <3> VERY IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C93F]

===>
[IF C93A=99: IF ANY ITEMS NOT ANSWERED, GO TO C93M, ELSE GO TO C94A;
ELSE, STORE VALUE FOR GIVEN ITEM IN APPROPRIATE LOCATION AND RETURN TO C93A]
>C93F< [allow 2][no erase]
[IF PENDING "CHANGE ANSWER" ALREADY, GO TO C93I]

Change answer to which line: <a><b><c><d>
===>
[IF GIVEN ITEM NOT YET ANSWERED, GO TO C93H; ELSE, GO TO SPECIFIED ITEM ON C93A]

>C93H< [allow 1][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto C93A]

>C93I< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto C93A]

>C93M< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto C93A]

>C94A< [allow 2]
In determining the kind of work you plan to be doing for most of your life, how important are each of the following [r]life-style[n] factors? Please answer: not important, somewhat important, or very important.
[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]

a. Meeting and working with sociable people
b. Work that has high status and prestige
c. Work that lets you establish roots & not have to move
d. Work that leaves lots of time for other things in life
e. Work that allows a great deal of travel

<1> NOT IMPORTANT <2> SOMEWHAT IMPORTANT <3> VERY IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C94F]
===>
[IF C94A=99: IF ANY ITEMS NOT ANSWERED, GO TO C94M, ELSE GO TO D001;
ELSE, STORE VALUE FOR GIVEN ITEM IN APPROPRIATE LOCATION AND RETURN TO C94A]

>C94F< [allow 2][no erase]
[IF PENDING "CHANGE ANSWER" ALREADY, GO TO C94I]

Change answer to which line: <a><b><c><d><e>
===>
[IF GIVEN ITEM NOT YET ANSWERED, GO TO C94H; ELSE, GO TO SPECIFIED ITEM ON C94A]

```
>C94H< [allow 1][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
==> [goto C94A]

>C94I< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
==> [goto C94A]

>C94M< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
==> [goto C94A]
```

D. Other Education or Training

>D001< [allow 1]
[TIME STAMP ON THIS SCREEN]
The next few questions are about your participation in education programs other than the ones we have already discussed. Other than formal postsecondary education for credit, education and training provided by your employer, and military training, we would like to find out about your participation in any other educational programs. Such programs may include registered apprenticeships, government (local, state, or federal) training programs, personal enrichment, correspondence courses, newspaper,radio, or television courses, [r]non-credit[n] courses/activities at a regular school or college and courses from private companies or individuals. We are interested in all subject matter areas: from wordprocessing to ceramics and from automotive repair to aerobic exercise.

ENTER <1> TO CONTINUE
===>

>D01B< [allow 2]
What types of courses or programs like this have you participated in since February 1991?
[r]INTERVIEWER: DO NOT READ ITEM RESPONSES, UNLESS PROMPTING NEEDED[n]
[r]OR TO VERIFY R'S ANSWERS. NOTE THAT THIS IS ANOTHER "TOGGLE"[n]
[r]ITEM, WITH ALL ANSWERS INITIALLY SET TO "NO". IF RESPONDENT HAS[n]
[r]TAKEN NONE OF THESE, ENTER 99. OTHERWISE, AFTER ENTERING ALL[n]
[r]APPLICABLE RESPONSES, AND VERIFYING, ENTER 99 TO EXIT. ANY[n]
[r]SPECIFIC COURSE/PROGRAM SHOULD BE CODED IN ONLY ONE CATEGORY.[n]

[r]CODE ALL THAT APPLY:[n]
<1> NON-CREDIT COURSES OR ACTIVITIES IN A REGULAR SCHOOL OR COLLEGE
<2> CORRESPONDENCE COURSES
<3> COURSES GIVEN BY A COMMUNITY GROUP, LABOR ORGANIZATION, OR CHURCH
<4> COURSES OR INSTRUCTION FROM A PRIVATE COMPANY OR INSTRUCTOR
<5> COURSES BY TELEVISION, RADIO, OR NEWSPAPER
<6> PROGRAMS OR COURSES SPONSORED BY FEDERAL, STATE, OR LOCAL GOVERNMENT
<99> NONE OR [r]ALL DONE[n] [goto D03A]
===>
[STORE RESPONSES TO TOGGLE SCREEN: <1> IN D02A; <2> IN D02B; <3> IN D02C; <4> IN D02D; <5> IN D02E; <6> IN D02F; ANSWER EACH APPLICABLE BLOCK FOR UP TO 6 TYPES OF TRAINING:
D03: NON-CREDIT COURSES AT COLLEGE; D04: CORRESPONDENCE COURSES;
D05: COMMUNITY/CHURCH/LABOR ORG-OFFERED COURSES; D06: PRIVATE CO. COURSES;
D07: MEDIA-OFFERED COURSES; D08: GOVERNMENT SPONSORED COURSES]

>D0xA< [allow 2]
[D0xA=D03A/D04A/D05A/D06A/D07A/D08A]
[if D02(A/B/C/D/E/F) ^= YES, GO TO NEXT BLOCK UNTIL DONE ... THEN TO E001]
In how many
[fill TYPE OF TRAINING]
did you participate since February 1991?
[r]INTERVIEWER: IF MORE THAN 20, ENTER 20[n]
<1-20>
<-8> DON'T KNOW
<-7> REFUSE

===>

>D0xB< [allow 2]
[D0xB=D03B/D04B/D05B/D06B/D07B/D08B]
Were any of the
[fill TYPE OF TRAINING]
job related?
[r]INTERVIEWER: "JOB-RELATED" MEANS REQUIRED BY, OR USEFUL IN, THE[n]
[r]PRINCIPAL JOB HELD AT THE TIME OF THE COURSE/PROGRAM OR A JOB[n]
[r]THE INDIVIDUAL WAS SEEKING TO GAIN AT THAT TIME.[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>D0xC< [allow 2]
[D0xC=D03C/D04C/D05C/D06C/D07C/D08C]
[IF D0xB ^= YES, GO TO NEXT BLOCK UNTIL DONE ... THEN TO E001]
[IF D0xA = 1, GO TO D0xX (ONLY 1 COURSE)]
How many of the
[fill TYPE OF TRAINING]
were job related?
[r]INTERVIEWER: IF MORE THAN 20, ENTER 20[n]
<1-20>
<-8> DON'T KNOW
<-7> REFUSE
===>

>D0xD< [allow 1][no erase]
[D0xD=D03D/D04D/D05D/D06D/D07D/D08D]
[IF D0xC <= D0xA OR D0xA < 0, GO TO D0xX]
[r]INTERVIEWER: NUMBER OF JOB-RELATED[n]
[fill TYPE OF TRAINING]
[r]GREATER THAN ENTERED TOTAL OF [fill # OF COURSES]. VERIFY WITH R. AND[n]
[r]ENTER TYPE OF ERROR BELOW. PROGRAM WILL SEND YOU BACK TO RIGHT[n]
[r]ITEM FOR CORRECTION.[n]

<1> TOTAL NUMBER INCORRECT [GO TO D0xA]
<2> JOB-RELATED NUMBER INCORRECT [GO TO D0xC]
<3> BOTH INCORRECT [GO TO D0xA]
===>
>D0xX< [allow 2]
[D0xX=D03X/D04X/D05X/D06X/D07X/D08X]
Since February 1991, how many total months did you participate in
job-related [fill TYPE OF TRAINING]?

[r]INTERVIEWER: YOU MAY NEED TO CONVERT FROM DAYS OR WEEKS TO[n]
[r]MONTHS. IF LESS THAN A MONTH, ENTER 1; IF MORE THAN 30 MONTHS,[n]
[r]ENTER 30.[n]

NUMBER OF MONTHS:
<1-30>
<-8> DON'T KNOW
<-7> REFUSE
===>

>D0xF< [allow 2]
[D0xF=D03F/D04F/D05F/D06F/D07F/D08F]
[TIME STAMP ON THIS SCREEN; TEXT AND CODE COLLECTED IN FIELD OF STUDY USER EXIT]
What was the main (major/principal) subject area of the job-related
[fill TYPE OF TRAINING]
[r]INTERVIEWER: PRESS FOR A DEFINITIVE RESPONSE. ANSWERS SUCH AS[n]
[r]"LOTS OF AREAS" AREN'T ACCEPTABLE. GET A MAJOR AREA OF STUDY![n]
[r]BE SPECIFIC IN YOUR ALPHABETIC RESPONSE. ENTER THE ALPHA AND[n]
[r]ASSIGN TO AREA OF STUDY CODE IN USER EXIT[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO D0xH]
===>
******************* Field of Study (CIP) User Exit (See >ByyG<) *******************
****

>D0xH< [allow 2]
[D0xH=D03H/D04H/D05H/D06H/D07H/D08H]
[TIME STAMP ON THIS SCREEN]
Were any of these job-related
[fill TYPE OF TRAINING]
required by your employer, or prospective employer, at the time you
participated?

[r]INTERVIEWER: BE SURE TO DIFFERENTIATE BETWEEN THE TWO "YES"[n]
[r]RESPONSES. THIS MAY REQUIRE PROBING ON YOUR PART.[n]

<1> YES, ALL WERE REQUIRED
<2> YES, SOME WERE REQUIRED
<3> NO, NONE WERE REQUIRED
<-8> DON'T KNOW
<-7> REFUSE
===>

>D0xI< [allow 2]
[D0xI=D03I/D04I/D05I/D06I/D07I/D08I]
[IF D0xH=2 AND D0xC=1, SET D0xH TO 1]
Did you complete any of the job-related
[fill TYPE OF TRAINING]?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>D0xJ< [allow 2]
[D0xJ=D03J/D04J/D05J/D06J/D07J/D08J]
Are you currently still participating in any of these job-related
[fill TYPE OF TRAINING]?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

E. Family and Demographics

>E001< [allow 1]
[TIME STAMP ON THIS SCREEN]
The next few questions are about your living arrangements and marital status.

ENTER <1> TO CONTINUE
===>

>E01A< [allow 2]
[IF PRELOAD NPSAS:90 MARITAL STATUS MISSING, GO TO E01C]
When you were interviewed in the spring of 1989, you told us you were
[fill PRELOAD NPSAS:90 MARITAL STATUS]
Was that also your marital status in February of that year (1989)?

[r]INTERVIEWER: IT IS VERY IMPORTANT TO DIFFERENTIATE BETWEEN SINGLE, NEVER MARRIED AND DIVORCED, LEGALLY SEPARATED, OR WIDOWED. ALSO NOTE THAT THE "LIVING AS MARRIED" CATEGORY IS FOR THOSE NOT MARRIED BEFORE. IF R. SAYS HE/SHE WAS "LIVING AS MARRIED" BUT HAD BEEN MARRIED PREVIOUSLY (NOT A CATEGORY HERE), ENTER "NO" HERE. WE WILL PICK UP THE "LIVING AS MARRIED, PREVIOUSLY MARRIED" CATEGORY IN THE UX[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>E01C< [allow 2]
[IF E01A=YES, GO TO E01E; ELSE, IF E01A=REFUSE, GO TO E02A]
What was your marital status during the first week of February 1989
(four years ago)? Were you ...?
[r]INTERVIEWER: READ THESE RESPONSE ALTERNATIVES TO MAKE SURE THAT R. KNOWS WHAT THE OPTIONS ARE. IT IS IMPORTANT TO DISTINGUISH BETWEEN THE SEVERAL CATEGORIES; IN PARTICULAR THE "SINGLE NEVER MARRIED" CATEGORY IS CONDITIONAL ON NEVER HAVING BEEN MARRIED! SEE HELP.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> single, never married
<2> single, but living as married
<3> married
<4> separated
<5> divorced
<6> widowed
<-7> REFUSE
===>

>E01E< [allow 2]
[IF E01C=REFUSE, GO TO E02A; IF E01C >= 1, STORE E01C IN PRELOAD VARIABLE]
[COLLECT MARITAL HISTORY IN USER EXIT]
Now we need to ask you about any changes in your marital status since February 1989. The categories we use are:

- Single, never married
- Living as married
- Married, living with spouse
- Separated from spouse
- Divorced
- Widowed

[r]INTERVIEWER: ENTER CHANGES IN THE USER EXIT[n]
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO E02A]
===>

```
****************** Marital Status/History User Exit *********************

 PRIOR STATUS: MARRIED
AS OF FEB89
 Did you become separated, divorced, or widowed since FEB89
   ENTER YES(1) OR NO(2):1
 When did your status first change from:
   Married after FEB89
   ENTER DATE mmmyy:JUN91
 Did you separate in  JUN91          ENTER YES(1) OR NO(2):1
 ---------------------------------------------------------------------------
 PRIOR STATUS: SEPARATED
AS OF JUN91
 Did you reconcile or divorce since JUN91
   ENTER YES(1) OR NO(2):1
 When did your status first change from:
   Separated after JUN91
   ENTER DATE mmmyy:AUG91
 Did you reconcile in  AUG91         ENTER YES(1) OR NO(2):2
 ---------------------------------------------------------------------------
 PRIOR STATUS: DIVORCED
AS OF AUG91
 Did you remarry or live as married since AUG91
   ENTER YES(1) OR NO(2):2
 ---------------------------------------------------------------------------
  Is this information correct? ENTER F7 to confirm
  HIT any other key to continue processing of the form
 ---------------------------------------------------------------------------
 F1-START OVER, F2-HELP, F4-REFUSED, F6-BACKUP, F10-EXIT
*****************************************************************************
```

>E02A< [allow 2]
[TIME STAMP ON THIS SCREEN]
[IF PRELOAD # CHILDREN MISSING, GO TO E02B]
When we last spoke, you told us you had [fill # OF CHILDREN] child(ren), [r]including adopted and step-children[n]; has this changed?

[r]INTERVIEWER: IF CHANGED, FIND OUT WHETHER R. HAS MORE OR FEWER[n] [r]CHILDREN THAN BEFORE.[n]
<1> YES, HAVE MORE CHILDREN [goto E02E]
<2> YES, HAVE FEWER CHILDREN [goto E02C]
<3> NO CHANGE [goto E02G]
<-7> REFUSE [goto E04A]
===>

>E02B< [allow 2]
Do you have any children, [r]including adopted children and step[n]
[r]children[n]?
[r]INTERVIEWER: IF R. HAS PROVIDED ANSWER IN PRIOR CONVERSATIONS,[n]
[r]SIMPLY VERIFY HERE.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===> [goto E02D]

>E02C< [allow 2]
[r]INTERVIEWER: YOU REACHED THIS SCREEN BECAUSE YOU SAID R. NOW HAS[n]
[r]FEWER CHILDREN THAN BEFORE. BASED ON YOUR CONVERSATION WITH R.[n]
[r]SO FAR OR A GENTLE PROBE AS TO "WHY", ANSWER ONE OF THE[n]
[r]FOLLOWING.[n]
<1> PRELOADED NUMBER OF CHILDREN IN ERROR
<2> CHILD(REN) DIED OR LEFT FAMILY
<3> ENTERED "FEWER CHILDREN" IN ERROR [GO TO E02A]
===>
[IF E02C=1 OR E02C=2: IF (E02B=NO OR REFUSE) OR (PRELOAD # CHILDREN WAS 1), GO TO E04A]

>E02E< [allow 2]
How many children do you have, [r]including adopted children and[n]
[r]step children[n]?
[r]INTERVIEWER: IF R. HAS PROVIDED ANSWER IN PRIOR CONVERSATIONS,[n]
[r]SIMPLY VERIFY HERE.[n]

<1-6> [goto E02G]
<7-9>
<10> 10 OR MORE CHILDREN
<0> NONE (NO CHILDREN) [goto E04A]
<-7> REFUSE [goto E04A]
===>

>E02F< [allow 1][no erase]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT [GO TO E02E]
===>

>E02G< [allow 2]
[IF E02A=3 AND PPCH=0 (VERIFIED NO CHILDREN), GO TO E04A]
Are any of your children either step children or adopted?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
>E02I< [allow 2]
[COLLECT CHILDRENS' BIRTHDATES IN USER EXIT USING PRELOAD DATES IF
APPLICABLE; ALSO, IF ANY ADOPTED/STEP-CHILDREN, COLLECT IN USER EXIT WHEN
ENTERED FAMILY]
We would now like to verify information about your childrens'
birthdates [(IF ADOPTED/STEP) and when adopted/step-children became
family members].

[r]INTERVIEWER: ENTER INFORMATION IN USER EXIT. SOME PREEXISTING[n]
[r]INFORMATION MAY EXIST; VERIFY THOSE DATES AND COLLECT OTHERS[n]
[r]UNTIL YOU'VE COLLECTED ALL REQUIRED INFORMATION ON ALL CHILDREN.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO E04A]
===>
***************** Children's Birthdate User Exit ****************

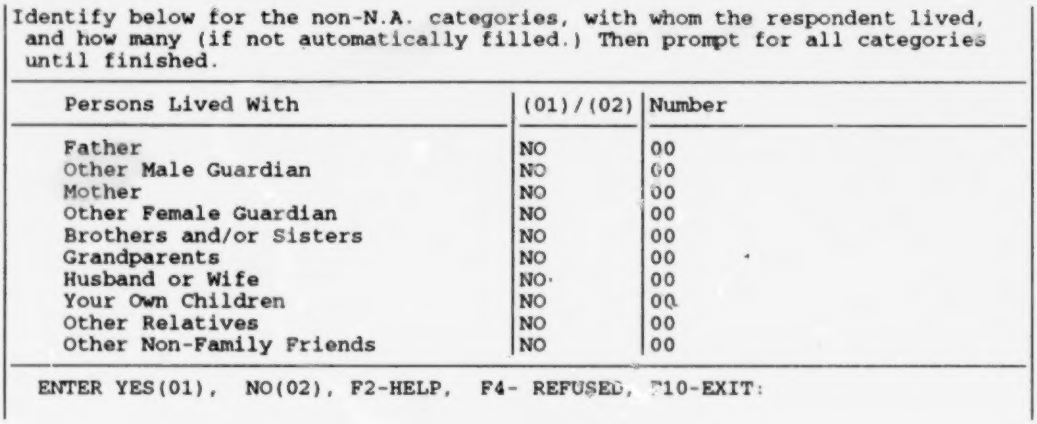
```
                    Collecting Data for 3 Children
        ╔═════════════╦═══════════════════════╦═══════════════════════╗
        ║ Birth Date  ║ Adopted or Stepchild  ║  Date Entered Family  ║
        ║   MMM yy    ║   1 = YES    2 = NO   ║        MMM yy         ║
        ╠═════════════╬═══════════════════════╬═══════════════════════╣
        ║             ║                       ║                       ║
        ║             ║                       ║                       ║
        ║             ║                       ║                       ║
        ╚═════════════╩═══════════════════════╩═══════════════════════╝
     Use arrow keys & TAB to move, DEL to delete a line, INS to add a line.
                   Press F2 for help.   Press F10 when done.
```
****

>E04A< [allow 2]
[TIME STAMP ON THIS SCREEN]
During the first week of February this year (1993), where did you live?
[r]INTERVIEWER: READ CHOICES IF NECESSARY FOR PROMPTS OR EXAMPLES.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> IN SCHOOL-PROVIDED HOUSING
<2> IN SORORITY/FRATERNITY HOUSE
<3> IN OWN APARTMENT OR HOUSE (NOT PARENTS' HOUSE)
<4> IN EMPLOYER-PROVIDED HOUSING (INCLUDING MILITARY)
<5> IN PARENTS' OR GUARDIANS' HOUSE OR APARTMENT
<6> IN OTHER RELATIVES' (OTHER THAN PARENTS, SPOUSE, OR CHILDREN) HOUSE OR APARTMENT
<7> OTHER
<-7> REFUSE [GOTO E05A]
===>

>E04C< [allow 2]
Did you live alone, or with a roommate or others, at that time?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> ALONE
<2> WITH OTHERS
<-7> REFUSE
===>
>E04E< [allow 2]
[IF E04C=1, STORE 0 IN ALL "LIVED WITH" FIELDS, GO TO E05A;
ELSE COLLECT "LIVED WITH" COUNTS AND HOUSEHOLD SIZE IN USER EXIT; CONTROL
OPTIONS BASED ON MARITAL STATUS, WHERE LIVED, AND WHETHER CHILDREN]
Who lived with you at that time? Please include all others who lived
in the household (dorm room/fraternity room) with you.

[r]INTERVIEWER: ENTER ANSWERS IN THE USER EXIT[n]
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO E05A]
===>

************* Household Size/ Who Lived With User Exit ************



```
Identify below for the non-N.A. categories, with whom the respondent lived,
 and how many (if not automatically filled.) Then prompt for all categories
 until finished.
--------------------------------------------------------------------------
    Persons Lived With                      (01)/(02) Number
--------------------------------------------------------------------------
    Father                                  NO        00
    Other Male Guardian                     NO        00
    Mother                                  NO        00
    Other Female Guardian                   NO        00
    Brothers and/or Sisters                 NO        00
    Grandparents                            NO        00
    Husband or Wife                         NO        00
    Your Own Children                       NO        00
    Other Relatives                         NO        00
    Other Non-Family Friends                NO        00
--------------------------------------------------------------------------
  ENTER YES(01),  NO(02), F2-HELP,  F4- REFUSED, F10-EXIT:
```

****

>E05A< [allow 2]
[IF PRELOAD FUNCTIONAL LIMITS INDICATOR NOT AVAILABLE, GO TO E05C]
When we last spoke, you indicated that you had [(no) IF PRELOAD FUNCTIONAL LIMITS=NO] functional
limitations, disabilities or handicaps. Is this still correct?

[r]INTERVIEWER: EXAMPLES OF FUNCTIONAL LIMITATIONS ARE: HEARING[n]
[r]IMPAIRMENT, SPEECH DISABILITY/LIMITATION, ORTHOPEDIC LIMITATION,[n]
[r]LEARNING DISABILITY, VISUAL IMPAIRMENT (UNCORRECTABLE WITH[n]
[r]LENSES), OR OTHER HEALTH/PHYSICAL RELATED DISABILITY.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE [GOTO E06A]
===>
[IF (PRELOAD LIMITS=NO AND E05A=YES) OR (PRELOAD LIMITS=YES AND E05A=NO), GO TO E06A; ELSE IF (PRELOAD LIMITS=NO AND E05A=NO) OR (PRELOAD LIMITS=YES AND E05A=YES), GO TO E05G]

>E05C< [allow 2]
Do you have any functional limitations, disabilities, or handicaps?
[r]INTERVIEWER: EXAMPLES OF FUNCTIONAL LIMITATIONS ARE: HEARING[n]
[r]IMPAIRMENT, SPEECH DISABILITY/LIMITATION, ORTHOPEDIC LIMITATION,[n]
[r]LEARNING DISABILITY, VISUAL IMPAIRMENT (UNCORRECTABLE WITH[n]
[r]LENSES), OR OTHER HEALTH/PHYSICAL RELATED DISABILITY.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO E06A]
<-7> REFUSE [GOTO E06A]
===>

>E05G< [allow 2]
What functional limitations or disabilities do you have?
[r]INTERVIEWER: THIS IS A TOGGLE SCREEN. CODE ALL THAT APPLY:[n]
<1> HEARING IMPAIRED
<2> SPEECH DISABILITY OR LIMITATION
<3> ORTHOPEDIC LIMITATION
<4> LEARNING DISABILITY
<5> VISUAL IMPAIRMENT NOT CORRECTABLE WITH GLASSES, OR LEGALLY BLIND
<6> OTHER HEALTH RELATED LIMITATION/DISABILITY
<7> ANY OTHER DISABILITY
[r]<99> ALL DONE[n]
===>

>E05I< [allow 1]
[IF E05G ^= 99, GO TO E05G; ELSE IF ANY "YES" ANSWERS FROM E05G, GO TO E06A]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===> [goto E05G]

>E06A< [allow 2]
[IF 2/89 MARITAL STATUS IS NOT "MARRIED" OR "LIVING AS MARRIED", GO TO F001]
You indicated earlier that you were [(living as) IF APPLICABLE] married in February of this year (1993).
What was your [(spouse/partner)]'s highest level of education at that time?
[r]INTERVIEWER: DON'T READ CHOICES UNLESS NEEDED AS PROMPTS.[n]
HIGH SCHOOL ONLY:
<1> DID NOT COMPLETE HIGH SCHOOL
<2> COMPLETED HIGH SCHOOL OR EQUIVALENT
POSTSECONDARY VOCATIONAL:
<3> LESS THAN 1 YR OF OCCUPATIONAL/TRADE/TECHNICAL OR BUSINESS SCHOOL
<4> 1 BUT LESS THAN 2 YRS OF OCCUPATIONAL/TRADE/TECHNICAL/BUSINESS SCHOOL
<5> 2 YEARS OR MORE OF OCCUPATIONAL/TRADE/BUSINESS SCHOOL
POSTSECONDARY ACADEMIC:
<6> LESS THAN 2 YEARS OF COLLEGE
<7> 2 OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE)
<8> COMPLETE BACHELOR'S DEGREE (4 OR 5 YEAR DEGREE)
<9> MASTER'S DEGREE OR EQUIVALENT
<10> MD/DDS/LLB/OTHER ADVANCED PROFESSIONAL DEGREE (*SEE HELP SCREEN)
<11> DOCTORATE DEGREE (E.G., Ph.D., Ed.D., D.B.A.)
<-8> DON'T KNOW <-7> REFUSE
===>
>E07A< [allow 2]
Was your [(partner/spouse)] enrolled (participating) in any postsecondary
(after high school) education program in February of this year?

<1> YES
<2> NO [GOTO E08A]
<-8> DON'T KNOW [GOTO E08A]
<-7> REFUSE [GOTO E08A]
===>

>E07C< [allow 2]
Toward what degree/certificate/diploma or other formal award was your
[(partner/spouse)] working at that time?

<2> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL CERTIFICATE OR DIPLOMA
<3> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL LICENSE
<4> 2- OR 3-YEAR VOCATIONAL/OCCUPATIONAL DEGREE OR DIPLOMA
<5> 2- OR 3-YEAR ASSOCIATES VOCATIONAL/TECHNICAL DEGREE
<6> 2- OR 3-YEAR ASSOCIATES ACADEMIC DEGREE
<7> 4- OR 5-YEAR BACHELOR'S DEGREE
<8> MASTER'S DEGREE OR EQUIVALENT
<9> ADVANCED PROFESSIONAL DEGREE(E.G.,MEDICINE/DENTISTRY/LAW/THEOL.)
<10> DOCTORATE (E.G., Ph.D., Ed.D., D.B.A.) (* SEE HELP SCREEN)
<1> NOT A DEGREE/AWARD GRANTING PROGRAM
<-8> DON'T KNOW
<-7> REFUSE
===>

>E08A< [allow 2]
During the first week of February of this year (1993), was your
[(partner/spouse)] working for pay at a full- or part-time job (including
self employment)?
[r]INTERVIEWER: PROBE FOR FULL-TIME OR PART-TIME IF R. SIMPLY[n]
[r]ANSWERS YES.[n]

<1> YES, FULL-TIME (35 OR MORE HOURS PER WEEK)
<2> YES, PART-TIME (LESS THAN 35 HOURS PER WEEK)
<3> NO [goto E08C]
<-8> DON'T KNOW
<-7> REFUSE
===> [goto F001]

>E08C< [allow 2]
Was your [(partner/spouse)] holding a job and either waiting to report to
work or on temporary layoff at that time?

<1> YES [GOTO F001]
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>E08E< [allow 2]
Was your [(partner/spouse)] actively looking for work for pay during that
time?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>E08G< [allow 2]
[IF E08E ^= YES, GO TO F001]
During the first week of February of this year (1993), was your
[(spouse/partner)] receiving any compensation for unemployment?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

F. Education Financing

>F001< [allow 1]
[TIME STAMP ON THIS SCREEN]
The next few questions are about your education finances and financial aid.

ENTER <1> TO CONTINUE
===>

[THIS REPEAT BLOCK IS ASKED OF PRINCIPAL UNDERGRADUATE SCHOOLS FOR EACH OF 4 ACADEMIC YEARS: 89/90(F01), 90/91(F02), 91/92(F03), AND 92/93(F04). F0a=F01/F02/F03/F04]
>F0aA< [allow 2]
[IF NO PRINCIPAL SCHOOL FOR GIVEN YEAR INDICATED FROM SECTION B, GO TO NEXT BLOCK (NEXT F0aA) UNTIL DONE, THEN GO TO F05A;
ELSE IF SCHOOL NOT A PUBLIC SCHOOL (CONTROL ^= 1): IF TUITION AVAILABLE FOR SCHOOL, GO TO F0aC, OTHERWISE, GO TO F0aE. (ONLY ASK F0aA OF PUBLIC INSTITUTIONS)]
While you attended [fill NAME OF PRINCIPAL SCHOOL FOR GIVEN YEAR], during the 1989-90 school year (between 1 July 1989 and 30 June 1990), was your tuition base "local" or "non-local" (e.g., out-of state, etc.)?

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]

<1> LOCAL JURISDICTION (IN-STATE, IN-COUNTY, IN-CITY, AS APPLICABLE)
<2> NON-LOCAL JURISDICTION (OUT OF STATE/COUNTY/CITY, AS APPLICABLE)
<-8> DON'T KNOW [GOTO F0aE]
<-7> REFUSE [GOTO F0aE]
===>

>F0aC< [allow 2]
[IF APPROPRIATE TUITION UNAVAILABLE FOR SCHOOL, GO TO F0aE; ELSE, STORE APPROPRIATE TUITION AND PROMPT TO VERIFY IT. AVAILABLE TUITION AMOUNTS FOR IN-JURISDICTION AND OUT-OF-JURISDICTION ARE OBTAINED VIA IPEDS DATA EITHER FROM THE IPEDS USER EXIT OR THEY ARE PRELOADED. THEY ARE UNDERGRADUATE TUITIONS FOR FULL-YEAR FULL-TIME EQUIVALENT STATUS.]
Our records show that the [r]annual[n] tuition and fees (excluding summer terms and before financial aid waivers) at [fill NAME OF PRINCIPAL SCHOOL FOR GIVEN YEAR], were about [fill APPROPRIATE TUITION FOR SCHOOL] for the [fill GIVEN ACADEMIC YEAR] school year. Was that about your tuition and fees at the school that year?

[r]INTERVIEWER: TRY TO GET A RESPONSE HERE; PROMPT FOR BEST GUESS.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES [GOTO F0aG]
<2> NO
<-7> REFUSE [GOTO F0aG]
===>

>F0aE< [allow 5]
Approximately how much were the [r]annual[n] tuition and fees (excluding any summer terms), before financial aid waivers, at [fill NAME OF PRINCIPAL SCHOOL FOR GIVEN YEAR] for the [fill GIVEN ACADEMIC YEAR] school year?

[r]INTERVIEWER: TRY TO GET A RESPONSE HERE; PROMPT FOR BEST GUESS.[n]

<0-50000>
<-8> DON'T KNOW
<-7> REFUSE
===>
[STORE NON-NEGATIVE RESPONSES IN F0aX.]

>F0aG< [allow 2]
When you attended [fill NAME OF PRINCIPAL SCHOOL FOR GIVEN YEAR],
during the [fill GIVEN ACADEMIC YEAR] school year,
where did you live most of the time?

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> IN SCHOOL-PROVIDED HOUSING
<2> IN SORORITY/FRATERNITY HOUSE
<3> IN OWN APARTMENT OR HOUSE (NOT PARENTS' HOUSE)
<4> IN EMPLOYER-PROVIDED HOUSING (INCLUDING MILITARY)
<5> IN PARENTS' OR GUARDIANS' HOUSE OR APARTMENT
<6> IN OTHER RELATIVES' (OTHER THAN PARENTS, SPOUSE, OR CHILDREN) HOUSE OR APARTMENT
<7> OTHER
<-7> REFUSE
===>
[GO TO NEXT F0aA BLOCK UNTIL DONE; THEN GO TO F05A]

>F05A< [allow 2]
[IF NO CONFIRMED GRAD SCHOOL ATTENDANCE, GO TO F07A; ELSE IF NO PRINCIPAL GRAD SCHOOL FOR CURRENT YEAR, GO TO F06A; ELSE IF CONTROL ^= 1 (FROM IPEDS INFORMATION OR STUDENT-PROVIDED), GO TO F05E]
While you attended [fill 91/92 PRINCIPAL GRAD SCHOOL NAME],
as a graduate student, during the 1991-92 school year (between
1 July 1991 and 30 June 1992), was your tuition base "local" or
"non-local" (e.g., out-of state, etc.)?

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]

<1> LOCAL JURISDICTION (IN-STATE, IN-COUNTY, IN-CITY, AS APPLICABLE)
<2> NON-LOCAL JURISDICTION (OUT OF STATE/COUNTY/CITY, AS APPLICABLE)
<-8> DON'T KNOW
<-7> REFUSE
===>

>F05E< [allow 5]
Approximately how much were the [r]annual[n] graduate tuition and
fees (excluding any summer terms), before financial aid waivers, at
[fill 91/92 PRINCIPAL GRAD SCHOOL NAME]
for the 1991-92 school year (1 July 1991 through 30 June 1992)?

[r]INTERVIEWER: TRY TO GET A RESPONSE HERE; PROMPT FOR BEST GUESS.[n]

<0-50000>
<-8> DON'T KNOW
<-7> REFUSE
===>

>F05G< [allow 2]
When you attended [fill 91/92 PRINCIPAL GRAD SCHOOL NAME],
as a graduate student, during the 1991-92 school year (1 July 1991
through 30 June 1992), where did you live most of the time?

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> IN SCHOOL-PROVIDED HOUSING
<2> IN SORORITY/FRATERNITY HOUSE
<3> IN OWN APARTMENT OR HOUSE (NOT PARENTS' HOUSE)
<4> IN EMPLOYER-PROVIDED HOUSING (INCLUDING MILITARY)
<5> IN PARENTS' OR GUARDIANS' HOUSE OR APARTMENT
<6> IN OTHER RELATIVES' (OTHER THAN PARENTS, SPOUSE, OR CHILDREN)
HOUSE OR APARTMENT
<7> OTHER
<-7> REFUSE
===>

>F06A< [allow 2]
[IF NO CONFIRMED GRAD SCHOOL ATTENDANCE, GO TO F07A; ELSE IF NO PRINCIPAL
GRAD SCHOOL FOR CURRENT YEAR, GO TO F07A; ELSE IF CONTROL ^= 1 (FROM
IPEDS INFORMATION OR STUDENT-PROVIDED), GO TO F06E]
While you attended [fill 92/93 PRINCIPAL GRAD SCHOOL NAME],
as a graduate student, during the 1992-93 school year (since 1 July
1992), was your tuition base "local" or "non-local"
(e.g., out-of state, etc.)?

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]

<1> LOCAL JURISDICTION (IN-STATE, IN-COUNTY, IN-CITY, AS APPLICABLE)
<2> NON-LOCAL JURISDICTION (OUT OF STATE/COUNTY/CITY, AS APPLICABLE)
<-8> DON'T KNOW
<-7> REFUSE
===>

>F06E< [allow 5]
Approximately how much were the [r]annual[n] graduate tuition and
fees (excluding any summer terms), before financial aid waivers, at
[fill 92/93 PRINCIPAL GRAD SCHOOL NAME]
for the 1992-93 school year (since 1 July 1992)?
[r]INTERVIEWER: TRY TO GET A RESPONSE HERE; PROMPT FOR BEST GUESS.[n]
<0-50000>
<-8> DON'T KNOW
<-7> REFUSE
===>

```
>F06G< [allow 2]
When you attended [fill 92/93 PRINCIPAL GRAD SCHOOL NAME],
as a graduate student, during the 1992-93 school year
(since 1 July 1992), where did you live most of the time?
[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> IN SCHOOL-PROVIDED HOUSING
 <2> IN SORORITY/FRATERNITY HOUSE
 <3> IN OWN APARTMENT OR HOUSE (NOT PARENTS' HOUSE)
 <4> IN EMPLOYER-PROVIDED HOUSING (INCLUDING MILITARY)
 <5> IN PARENTS' OR GUARDIANS' HOUSE OR APARTMENT
 <6> IN OTHER RELATIVES' (OTHER THAN PARENTS, SPOUSE, OR CHILDREN)
    HOUSE OR APARTMENT
 <7> OTHER
<-7> REFUSE
===>

>F07A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF NO NEW TERMS ADDED IN SECTION B AND NO 89/90
NOR 90/91 FINANCIAL AID INFORMATION IS REQUIRED, THEN GO TO F70A; ELSE
 ASK F07A SINCE 7/89 IF ALL 4 YEARS OF DATA REQUIRED (PRELOAD INDICATOR);
 ELSE ASK F07A SINCE 7/91]
The next few questions we will be asking about "student financial aid"
that you may have received for your postsecondary education and
[r]related[n] expenses.
[r]The kinds of aid we mean are grants, scholarships, work-study,
assistantships, fellowships, student loans (that is loans to you),
and/or assistance with education costs by your (or your parents')
employer or by the military.[n]  This aid [r]does not[n] include
loans, gifts or other financial assistance from family members,
relatives, or friends; also it [r]does not[n] include loans that were
made to parents or others, even if it was for your education.

Did you receive any "student financial aid", as we have defined it
since 1 July 19[fill EITHER 89 (ALL 4 YRS REQUIRED) OR 91] for your
[r]undergraduate[n] postsecondary education?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>
>F07B<
[BUILD 16 BLOCKS OF YEAR-BY-YEAR SCHOOL-BY-SCHOOL FINANCIAL AID QUESTION BLOCKS.
A SCHOOL/YEAR COMBINATION IS ELIGIBLE IF: THE RESPONDENT INDICATED UNDERGRAD
ATTENDANCE AT THAT SCHOOL DURING THE ACADEMIC YEAR AND EITHER THE ACADEMIC
YEAR WAS 91/92 OR 92/93 OR FINANCIAL AID INFORMATION WAS NEEDED FOR EARLIER
YEARS.  THE 16 BLOCKS ARE FILLED IN ORDER OF SCHOOLS GIVEN (NPSAS SCHOOL FIRST,
THEN OTHER PRELOADS, THEN NEW SCHOOLS).  ALL APPLICABLE YEARS FOR A GIVEN
SCHOOL ARE USED BEFORE THE NEXT SCHOOL IS CONSIDERED.
 AT THIS TIME ALSO, A DETERMINATION IS MADE AS TO WHETHER A RESPONDENT ATTENDED
ANY SCHOOL DURING A GIVEN YEAR TO SET THE APPLICABILITY INDICATORS FOR
F61/F62/F63/F64.  AGAIN, 89/90 AND 90/91 APPLICABILITY IS BASED ON WHETHER OR
 NOT FINANCIAL AID INFORMATION WAS COLLECTED IN BPS:90/92.]

>F07N< [allow 1]
[IF F07A=YES AND THERE ARE APPLICABLE SCHOOL/YEAR BLOCK(S), GO TO F08A (FIRST FxxA)
(SAID YES TO HAVING RECEIVED AID); ELSE IF NO
 APPLICABLE SCHOOL/YEAR BLOCKS OR IF F07A=REFUSE, THEN GO TO F60; ELSE
```

IF NO CLARIFICATION OF BPS:90/92 INTERVIEW REQUIRED AND F07A=NO, THEN GO TO F60.]
We also need to clarify just a few responses, about aid, that you gave
during your 1991 interview.

ENTER <1> TO CONTINUE
===> [goto F08A]

[REPEAT BLOCK FOR 16 SCHOOL/YEAR COMBINATIONS AS BUILT IN F07B.
Fxx=F08/F11/F14/F17/F20/F23/F26/F29/F32/F35/F38/F41/F44/F47/F50/F53
Fyy=F09/F12/F15/F18/F21/F24/F27/F30/F33/F36/F39/F42/F45/F48/F51/F54]
>FxxA< [allow 2]
[IF NO MORE SCHOOL/YEAR BLOCKS, GO TO F60; ELSE IF ONLY NEED TO COLLECT
FINANCIAL AID AMOUNT INFORMATION FOR YEAR (FxxV=1), THEN GO TO FyyA]
While you were attending [fill NAME OF GIVEN SCHOOL],
as an undergraduate student, between 1 July 19[fill GIVEN START YEAR] and
30 June 19[fill GIVEN END YEAR] did you receive any student financial aid.
Please do not count financial assistance from family or friends.

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
[IF FxxA ^= YES, GO TO NEXT SCHOOL/YEAR AID BLOCK (NEXT FxxA) UNTIL DONE, THEN
GO TO F60]

>FxxC< [allow 2]
While attending [fill NAME OF GIVEN SCHOOL], as an undergraduate student,
between 1 July 19[fill GIVEN START YEAR] and 30 June 19[fill GIVEN END YEAR]
did you receive:

[r]INTERVIEWER: READ EACH OPTION AND "TOGGLE" TO "YES" IF RECEIVED.[n]

[r]CODE ALL THAT APPLY:[n]
<1> grant(s)
<2> scholarship(s)
<3> student loan(s), excluding loan(s) from family or friends or
loans to parents
<4> tuition benefits or other education assistance (prepaid)
from employer or union
<5> tuition benefits or other education assistance (reimbursed)
from employer or union
<6> other financial aid received
[r]<99> ALL DONE[n]
===>
[IF FxxC=99: IF NO "YES" ANSWERS, GO TO FxxE, ELSE GO TO FyyA;
ELSE (FxxC ^=99), STORE ITEM VALUE IN APPROPRIATE LOCATION AND RETURN TO FxxC]

>FxxE< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]

ENTER <1> TO CONTINUE
===> [GOTO FxxC]

>FyyA< [allow 5]
What was the total amount of [r]all[n] student financial aid you
received (i.e., awarded and accepted) as an undergraduate student at

[fill NAME OF GIVEN SCHOOL]
between 1 July 19[fill GIVEN START YEAR] and 30 June 19[fill GIVEN END YEAR]?
Please do not count financial assistance from family or friends.

[r]INTERVIEWER: THE INFORMATION REQUESTED HERE IS FINANCIAL AID ACTUALLY USED. IF FINANCIAL AID WAS APPROVED BUT STUDENT DID NOT ACCEPT OR USE THE AID, IT SHOULD NOT BE INCLUDED. R. PROBABLY WON'T KNOW THIS ACCURATELY; RATHER THAN ACCEPT A DON'T KNOW, ASK FOR AN ESTIMATE TO THE NEAREST 500 DOLLARS. IF MORE THAN HIGHEST VALUE ALLOWED, ENTER HIGHEST ALLOWABLE VALUE.[n]

<100> $100 OR LESS FOR YEAR
<101-19999> AMOUNT OF AID RECEIVED AT SCHOOL FOR GIVEN YEAR
<20000> $20,000 OR MORE FOR YEAR
<-8> DON'T KNOW
<-7> REFUSE
===>

>FyyC< [allow 2]
[IF FyyA >= 100, THEN GO TO NEXT SCHOOL/YEAR AID BLOCK (NEXT FxxA) UNTIL DONE, THEN GO TO F60]
Was the aid received about $10,000, more than $10,000, or less than $10,000?
[r]INTERVIEWER: PRESS FOR A DETERMINATION HERE. IF YOU AND R. LOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP ONE SCREEN FOR THE INFO.[n]

<1> LESS THAN $10,000
<2> ABOUT $10,000
<3> GREATER THAN $10,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>FyyE< [allow 2]
[IF FyyC=3, GO TO FyyG; ELSE IF (FyyC=2) OR (FyyC=-7) OR (FyyC=-8), GO TO NEXT SCHOOL/YEAR AID BLOCK (NEXT FxxA) UNTIL DONE, THEN GO TO F60]
I will read some dollar ranges, please tell me the range that best estimates the amount of aid you received.
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TWO SCREENS FOR THE INFORMATION.[n]

<1> LESS THAN OR EQUAL TO $1,000
<2> $1,001 - $2,000
<3> $2,001 - $3,000
<4> $3,001 - $4,000
<5> $4,001 - $5,000
<6> $5,001 - $6,000
<7> $6,001 - $7,000
<8> $7,001 - $8,000
<9> $8,001 - $9,000
<10> $9,001 - $9,999
<-8> DON'T KNOW <-7> REFUSE
===>
[GO TO NEXT SCHOOL/YEAR AID BLOCK (NEXT FxxA) UNTIL DONE, THEN GO TO F60]

>FyyG< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the amount of aid you received.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TWO SCREENS FOR THE INFORMATION.[n]

<11> $10,001 - $11,000
<12> $11,001 - $12,000
<13> $12,001 - $13,000
<14> $13,001 - $14,000
<15> $14,001 - $15,000
<16> $15,001 - $16,000
<17> $16,001 - $17,000
<18> $17,001 - $18,000
<19> $18,001 - $19,000
<20> $19,001 - $19,999
<-8> DON'T KNOW <-7> REFUSE
===>
[GO TO NEXT SCHOOL/YEAR AID BLOCK (NEXT FxxA) UNTIL DONE, THEN GO TO F60]

>F60< [allow 2]
[TIME STAMP ON THIS SCREEN; IF NO NEW TERMS ADDED IN SECTION B, GO TO F70A; ELSE ASK F60 "SINCE 1989" IF 4 YEARS WORTH OF EDUCATION FINANCING DATA COLLECTION WAS REQUIRED (DIDN'T GET TO EDUCATION FINANCING IN BPS:92); ELSE ASK F60 "SINCE 1991"]
The next few questions are about other ways you may have financed your postsecondary education and [r]related[n] expenses. Such ways include financing through: (a)your own earnings or savings, (b) if applicable, your spouse's earnings or savings, (c) loans or gifts from family members, relatives, or friends (including loans taken out by these others for your education), and (d) other personal and family resources.

Did you use any of these types of resources to help pay for your [r]undergraduate[n] postsecondary education since 1 July '[fill APPLICABLE YEAR]?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO F70A]
<-7> REFUSE [GOTO F70A]
===>

[REPEAT BLOCK FOR EACH OF 4 ACADEMIC YEARS: 89/90(F61), 90/91(F62), 91/92(F63), 92/93(F64). GIVEN BLOCK IS ASKED ONLY IF RESPONDENT INDICATED ATTENDANCE AT ANY SCHOOL DURING THAT ACADEMIC YEAR. ADDITIONALLY, FOR 89/90 AND 90/91 ACADEMIC YEARS, THESE QUESTIONS WERE ASKED ONLY IF PRELOAD INDICATOR REQUIRED THAT THESE QUESTIONS BE ASKED (NO EDUCATION FINANCING DATA AVAILABLE FROM BPS:92 ... QUESTIONS NOT REACHED OR BPS:92 NON-RESPONDENT).
F6b=F61/F62/F63/F64]
>F6bA< [allow 2]
[IF NO ATTENDANCE AT ANY SCHOOL FOR GIVEN YEAR OR ITEM NOT REQUIRED FOR GIVEN YEAR BASED ON PRELOAD, GO TO NEXT BLOCK (NEXT F6b) UNTIL DONE, THEN GO TO F70A]

For the entire period from 1 July [fill START YEAR OF ACADEMIC YEAR] through 30 June [fill END YEAR OF ACADEMIC YEAR], (over all schools you may have attended,) did you use any of these other sources to help pay for your [r]undergraduate[n] education or [r]related[n] living expenses?

[r]INTERVIEWER: READ ALL RESPONSE OPTIONS THE FIRST TIME YOU REACH THIS SCREEN; AFTER, READ ONLY IF NEEDED AS PROMPTS. "TOGGLE" ANSWERS TO "YES", IF APPLICABLE. NOTE PARENTHETICAL DEFINITION IN STEMS.[n]

[r]CODE ALL THAT APPLY:[n]
<1> PERSONAL EARNINGS OR SAVINGS
<2> SPOUSE EARNINGS OR SAVINGS
<3> CONTRIBUTIONS FROM PARENTS (NOT TO BE REPAID)
<4> LOANS FROM PARENTS (TO BE REPAID)
<5> CONTRIBUTIONS FROM OTHER RELATIVES (NOT PARENTS) OR FRIENDS (NOT TO BE REPAID)
<6> LOANS FROM OTHER RELATIVES OR FRIENDS (TO BE REPAID)
<7> OTHER PERSONAL OR FAMILY RESOURCES
<99> NONE OR [r]ALL DONE[n]
===>
[IF F6bA=99, THEN GO TO NEXT BLOCK (NEXT F6bA) UNTIL DONE, THEN GO TO F70A;
ELSE IF F6bA=1, STORE ITEM VALUE IN APPROPRIATE LOCATION AND GO TO F6bC;
ELSE IF F6bA=2, STORE ITEM VALUE IN APPROPRIATE LOCATION AND GO TO F6bD;
ELSE STORE ITEM VALUE IN APPROPRIATE LOCATION AND RETURN TO F6bA]

>F6bC< [allow 5][no erase]

How much of your personal earnings or savings were used this year?
ENTER DOLLAR AMOUNT: <1-99999> <-7> REFUSE
===> [GOTO F6bA]

>F6bD< [allow 5][no erase]

How much of your spouse's personal earnings or savings were used this year?
ENTER DOLLAR AMOUNT: <1-99999> <-7> REFUSE
===> [GOTO F6bA]

>F70A< [allow 2]
[TIME STAMP ON THIS SCREEN]
[IF PRELOAD INDICATOR OF CURRENT ACTIVE LOAN SET OR IF ANY OF SCHOOL/YEAR FINANCIAL AID BLOCKS (Fxx BLOCKS) INDICATED "YES" FOR RECEIVING STUDENT LOANS (FxxS), THEN GO TO F70C]
None of the information you have provided in this interview indicate that you have taken out student loans (loans to you from [r]other[n] [r]than[n] parents, relatives, or friends) for your postsecondary education or [r]related[n] expenses. Have you taken out such loans?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES [GOTO F70E]
<2> NO [GOTO F80A]
<-7> REFUSE [GOTO F80A]
===>

>F70C< [allow 2]
Information you have provided in this or previous interviews indicate that you have taken out student loans (loans to you from [r]other[n] [r]than[n] parents, relatives, or friends) for your postsecondary

education or [r]related[n] expenses. Have you taken out such loans?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO F80A]
<-7> REFUSE [GOTO F80A]
===>

>F70E< [allow 2]
[IF NO CONFIRMED GRADUATE SCHOOL ENROLLMENT, GO TO F70G]
Did you take out these student loans for your undergraduate education,
your graduate/advanced professional education, or both?

[r]INTERVIEWER: BE SURE TO ENTER "BOTH" IF APPLICABLE.[n]
<1> BORROWED FOR UNDERGRADUATE EDUCATION ONLY
<2> BORROWED FOR GRADUATE EDUCATION ONLY [goto F71A]
<3> BORROWED FOR BOTH
<-7> REFUSE [goto F80A]
===>

>F70G< [allow 5]
What is the total of student loans (loans to you from [r]other than[n]
parents, relatives, or friends) you have taken out so far for your
[fill "undergraduate" IF GRAD SCHOOL ATTENDANCE ELSE "postsecondary"] education
and [r]related[n] expenses?

[r]INTERVIEWER: R. PROBABLY WON'T KNOW THIS EXACTLY; DON'T ACCEPT A "DK" RESPONSE WITHOUT ASKING FOR AN ESTIMATE. ESTIMATES WITHIN A THOUSAND DOLLARS ARE BETTER THAN NO RESPONSE.[n]

<100-99999> [goto F71A]
<-8> DON'T KNOW
<-7> REFUSE
===>
>F70I< [allow 2]
Was the amount of these loans more than $10,000, less than $10,000, or
right about $10,000?

[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION. A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]

<1> LESS THAN $10,000 [goto F70K]
<2> ABOUT $10,000 [goto F71A]
<3> MORE THAN $10,000 [goto F70M]
<-8> DON'T KNOW [goto F71A]
<-7> REFUSE [goto F71A]
===>

>F70K< [allow 2]
I will read some dollar ranges, please tell me the range that best
estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]

<1> LESS THAN OR EQUAL TO $1,000
<2> $1,001 - $2,000
<3> $2,001 - $3,000
<4> $3,001 - $4,000
<5> $4,001 - $5,000
<6> $5,001 - $6,000
<7> $6,001 - $7,000
<8> $7,001 - $8,000
<9> $8,001 - $9,000
<10> $9,001 - $9,999
<-8> DON'T KNOW <-7> REFUSE
===> [goto F71A]

>F70M< [allow 2]
Was the amount of these loans more than $20,000, less than $20,000, or right about $20,000?

[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION. A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]

<1> MORE THAN $10,000, BUT LESS THAN $20,000 [goto F70O]
<2> ABOUT $20,000 [goto F71A]
<3> MORE THAN $20,000 [goto F70Q]
<-8> DON'T KNOW [goto F71A]
<-7> REFUSE [goto F71A]
===>

>F70O< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]

<11> $10,001 - $11,000
<12> $11,001 - $12,000
<13> $12,001 - $13,000
<14> $13,001 - $14,000
<15> $14,001 - $15,000
<16> $15,001 - $16,000
<17> $16,001 - $17,000
<18> $17,001 - $18,000
<19> $18,001 - $19,000
<20> $19,001 - $19,999
<-8> DON'T KNOW <-7> REFUSE
===> [goto F71A]

>F70Q< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER

-8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]

<25> $20,001 - $25,000
<30> $25,001 - $30,000
<35> $30,001 - $35,000
<40> $35,001 - $40,000
<45> $40,001 - $45,000
<50> $45,001 - $50,000
<55> MORE THAN $50,000
<-8> DON'T KNOW <-7> REFUSE
===>

>F71A< [allow 5]
[IF NO CONFIRMED GRAD SCHOOL ENROLLMENT OR IF F70E=1 (LOANS FOR UNDERGRAD ONLY), THEN GO TO F72A]
What is the total you have taken out so far in student loans (loans to you from [r]other than[n] parents, relatives, or friends) for your graduate/advanced professional education and [r]related[n] expenses?

[r]INTERVIEWER: R. PROBABLY WON'T KNOW THIS EXACTLY; DON'T ACCEPT A "DK" RESPONSE WITHOUT ASKING FOR AN ESTIMATE. ESTIMATES WITHIN A THOUSAND DOLLARS ARE BETTER THAN NO RESPONSE.[n]

<100-99999> [goto F72A]
<-8> DON'T KNOW
<-7> REFUSE
===>

>F71C< [allow 2]
Was the amount of these loans more than $10,000, less than $10,000, or right about $10,000?

[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION. A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]
<1> LESS THAN $10,000 [goto F71E]
<2> ABOUT $10,000 [goto F72A]
<3> MORE THAN $10,000 [goto F71G]
<-8> DON'T KNOW [goto F72A]
<-7> REFUSE [goto F72A]
===>

>F71E< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]

<1> LESS THAN OR EQUAL TO $1,000
<2> $1,001 - $2,000
<3> $2,001 - $3,000
<4> $3,001 - $4,000
<5> $4,001 - $5,000
<6> $5,001 - $6,000
<7> $6,001 - $7,000
<8> $7,001 - $8,000
<9> $8,001 - $9,000
<10> $9,001 - $9,999
<-8> DON'T KNOW <-7> REFUSE
===> [goto F72A]

>F71G< [allow 2]
Was the amount of these loans more than $20,000, less than $20,000, or right about $20,000?
[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION. A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]
<1> MORE THAN $10,000, BUT LESS THAN $20,000 [goto F71I]
<2> ABOUT $20,000 [goto F72A]
<3> MORE THAN $20,000 [goto F71K]
<-8> DON'T KNOW [goto F72A]
<-7> REFUSE [goto F72A]
===>

>F71I< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<11> $10,001 - $11,000
<12> $11,001 - $12,000
<13> $12,001 - $13,000
<14> $13,001 - $14,000
<15> $14,001 - $15,000
<16> $15,001 - $16,000
<17> $16,001 - $17,000
<18> $17,001 - $18,000
<19> $18,001 - $19,000
<20> $19,001 - $19,999
<-8> DON'T KNOW <-7> REFUSE
===> [goto F72A]

>F71K< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]

<25> $20,001 - $25,000
<30> $25,001 - $30,000
<35> $30,001 - $35,000
<40> $35,001 - $40,000
<45> $40,001 - $45,000
<50> $45,001 - $50,000
<55> MORE THAN $50,000
<-8> DON'T KNOW   <-7> REFUSE
===>
>F72A< [allow 2]
Do you still owe money on any of these student loans (loans to you
from [r]other than[n] parents, relatives, or friends)?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO   [GOTO F73E]
<-7> REFUSE   [GOTO F73E]
===>

>F72C< [allow 5]
How much do you currently owe on [r]all[n] such student loans (loans
to you from [r]other than[n] parents, relatives, or friends)?

[r]INTERVIEWER: THIS INCLUDES LOANS FOR UNDERGRADUATE AND, IF APPLICABLE GRADUATE/PROFESSIONAL EDUCATION. AMOUNT OWED MAY INCLUDE ANY UNPAID INTEREST THAT HAS ACCRUED. DON'T ACCEPT A "DK" RESPONSE WITHOUT ASKING FOR AN ESTIMATE. ESTIMATES TO THE NEAREST THOUSAND DOLLARS ARE BETTER THAN NO RESPONSE.[n]
[r]ALSO, IF R. INDICATES HE/SHE "OWES IT ALL" OR "HAVEN'T STARTED PAYBACK YET", ENTER (1)[n]

<100-99999>   [goto F73E]
<1> OWE ENTIRE AMOUNT THAT I'VE BORROWED   [goto F73E]
<-8> DON'T KNOW
<-7> REFUSE
===>

>F72E< [allow 2]
Is the amount you owe on these loans more than $10,000, less than
$10,000, or right about $10,000?

[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION.
A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]

<1> LESS THAN $10,000   [goto F72G]
<2> ABOUT $10,000   [goto F73E]
<3> MORE THAN $10,000   [goto F72I]
<-8> DON'T KNOW   [goto F73E]
<-7> REFUSE   [goto F73E]
===>

>F72G< [allow 2]
I will read some dollar ranges, please tell me the range that best
estimates the total amount you still owe of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED

A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME BACK UP TO GET THE INFORMATION.[n]

<1> LESS THAN OR EQUAL TO $1,000
<2> $1,001 - $2,000
<3> $2,001 - $3,000
<4> $3,001 - $4,000
<5> $4,001 - $5,000
<6> $5,001 - $6,000
<7> $6,001 - $7,000
<8> $7,001 - $8,000
<9> $8,001 - $9,000
<10> $9,001 - $9,999
<-8> DON'T KNOW <-7> REFUSE
===> [goto F73E]

>F72I< [allow 2]
Is the amount you owe on these loans more than $20,000, less than $20,000, or right about $20,000?

[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION. A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]

<1> MORE THAN $10,000, BUT LESS THAN $20,000 [goto F72K]
<2> ABOUT $20,000 [goto F73E]
<3> MORE THAN $20,000 [goto F72M]
<-8> DON'T KNOW [goto F73E]
<-7> REFUSE [goto F73E]
===>

>F72K< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount you still owe of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]

<11> $10,001 - $11,000
<12> $11,001 - $12,000
<13> $12,001 - $13,000
<14> $13,001 - $14,000
<15> $14,001 - $15,000
<16> $15,001 - $16,000
<17> $16,001 - $17,000
<18> $17,001 - $18,000
<19> $18,001 - $19,000
<20> $19,001 - $19,999
<-8> DON'T KNOW <-7> REFUSE
===> [goto F73E]

>F72M< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount you still owe of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]

<25> $20,001 - $25,000
<30> $25,001 - $30,000
<35> $30,001 - $35,000
<40> $35,001 - $40,000
<45> $40,001 - $45,000
<50> $45,001 - $50,000
<55> MORE THAN $50,000
<-8> DON'T KNOW   <-7> REFUSE
===>

>F73E< [allow 2]
Were any of these student loans (loans to you from [r]other than[n] parents, relatives, or friends) [r]deferred or forgiven[n]?

[r]INTERVIEWER: PROMPT FOR APPROPRIATE "YES" RESPONSE IF R. DOES NOT SAY WHETHER "DEFERRED" OR "FORGIVEN" OR BOTH. THIS DETERMINES SKIPS.
DEFINITIONS:
"DEFERRED" MEANS STUDENT HAS BEEN GIVEN ADDITIONAL TIME TO START REPAYING LOAN.
"FORGIVEN" MEANS THAT LENDER HAS REDUCED OR ELIMINATED THE AMOUNT STUDENT OWES.[n]
<1> YES, LOAN(S) DEFERRED
<2> YES, LOAN(S) FORGIVEN   [goto F73A]
<3> YES, SOME LOAN(S) DEFERRED, SOME FORGIVEN
<4> NO LOANS DEFERRED OR FORGIVEN   [goto F73A]
<-7> REFUSE   [goto F73A]
===>

>F73G< [allow 40]
What type of student loan deferment did you receive? (What was the nature of the deferment?)

[r]INTERVIEWER: TRY TO GET A DEFINITIVE RESPONSE AND ENTER TEXT BELOW. BE AS SPECIFIC AS POSSIBLE IN THE SPACE PROVIDED, BUT PLEASE DO NOT USE NON-STANDARD ABBREVIATIONS. IF MORE ROOM IS NEEDED, USE THE "NOTES" FEATURE OF CASES.[n]

(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===>

>F73A< [allow 2]
[IF F72A ^= "YES", THEN GO TO F80A]
Have you started repaying any such student loans (loans to you from [r]other than[n] parents, relatives, or friends)?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]

<1> YES
<2> NO [GOTO F73I]
<-7> REFUSE [GOTO F80A]
===>

>F73C< [allow 2]
Are you receiving, or have you received, help from others (parents, relatives, spouse, friends, employers) in repaying these student loans (loans to you from [r]other than[n] parents, relatives, or friends)?

[r]INTERVIEWER: PROMPT, IF NEEDED, FOR APPROPRIATE "YES" ANSWER.[n]
<1> RECEIVING OR HAVE RECEIVED HELP FROM OTHERS TO REPAY LOAN(S)
<2> HAVE RECEIVED NO HELP TO REPAY LOANS
<-7> REFUSE
===> [goto F73L]
>F73I< [allow 2]
When do you expect to start repaying your student loan(s) (loans to you from [r]other than[n] parents, relatives, or friends)?

[r]INTERVIEWER: IF R. GIVES AN INEXACT ANSWER, LIKE "WHEN I FINISH SCHOOL", THEN TRY TO GET A MORE EXACT DATE BY PROMPTING WITH SOMETHING LIKE "WHEN DO YOU THINK THAT WILL BE?" WE WANT ESTIMATED MONTH AND YEAR.[n]

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>F73J< [allow 2][no erase]

<93-98> ENTER THE LAST TWO DIGITS OF YEAR
<99> 1999 OR LATER
<-7> REFUSE <-8> DON'T KNOW
===> [goto F80A]

>F73L< [allow 2]
When did you first start repaying your student loan(s) (loans to you from [r]other than[n] parents, relatives, or friends)?

[r]INTERVIEWER: IF R. GIVES AN INEXACT ANSWER, LIKE "WHEN I FINISHED SCHOOL", THEN TRY TO GET A MORE EXACT DATE BY PROMPTING WITH SOMETHING LIKE "WHEN WAS THAT AGAIN?" WE WANT ESTIMATED MONTH AND YEAR. OTHER INEXACT ANSWERS LIKE "ABOUT TWO MONTHS AGO" SHOULD BE VERIFIED WITH A PROMPT LIKE "WAS THAT ABOUT MARCH OF THIS YEAR?" WE WANT ESTIMATED MONTH AND YEAR.[n]
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>F73M< [allow 2][no erase]
YEAR:
<88-93> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW <-7> REFUSE
===>

>F73O< [allow 2]
When did you make your last loan payment?

[r]INTERVIEWER: IF R. GIVES AN INEXACT ANSWER, LIKE "ABOUT TWO YEARS AFTER I COMPLETED SCHOOL.", THEN TRY TO GET A MORE EXACT DATE BY PROMPTING WITH SOMETHING LIKE "WHEN WAS THAT AGAIN?" OTHER INEXACT ANSWERS LIKE "ABOUT TWO MONTHS AGO" SHOULD BE VERIFIED WITH A PROMPT LIKE "WAS THAT ABOUT MARCH OF THIS YEAR?" WE WANT ESTIMATED MONTH AND YEAR.[n]

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>F73P< [allow 2][no erase]

YEAR:
<88-93> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW <-7> REFUSE
===>

>F73R< [allow 3]
How much is the average monthly loan payment you have made?

[r]INTERVIEWER: ESTIMATES TO THE NEAREST 10 DOLLARS OR SO ARE FINE HERE. NO CENTS, PLEASE.[n]
<25> $25 OR LESS A MONTH
<26-998>
<999> $999 OR MORE A MONTH
<-7> REFUSE
===>

>F80A< [allow 2]
[TIME STAMP ON THIS SCREEN; IF PRELOAD DEPENDENCY FOR 1988 INDICATES THAT RESPONDENT INDEPENDENT(=2), SET F80A/F80C/F80E/F80G/F80I TO INDEPENDENT (=2) AND GO TO G001; ELSE IF PRELOAD 1988 DEPENDENT(=1), SET F80A TO DEPENDENT (=1) AND GO TO F80C]
Were you listed as a dependent on your parents' tax return in 1988, five years ago? (Did your parents provide more than half of your support in 1988, five years ago?)

[r]INTERVIEWER: TRY HARD TO GET A DETERMINATE RESPONSE HERE. THIS IS A VERY IMPORTANT STUDENT CLASSIFIER FOR ANALYSIS. IF THE FIRST QUESTION IS CONFUSING TO R., THEN ASK THE SECOND QUESTION (IN PARENTHESES).[n]
<1> YES, LISTED AS DEPENDENT
<2> NO, NOT LISTED AS DEPENDENT
<-8> DON'T KNOW
<-7> REFUSE
===>
>F80C< [allow 2]
[IF PRELOAD 1989 INDEPENDENT OR F80A=2, SET F80C/F80E/F80G/F80I TO INDEPENDENT (=2) AND GO TO G001; ELSE IF PRELOAD 1989 DEPENDENT(=1), SET F80C TO DEPENDENT (=1) AND GO TO F80E]
Were you listed as a dependent on your parents' tax return in 1989, four years ago? (Did your parents provide more than half of your support in 1989, four years ago?)

[r]INTERVIEWER: TRY HARD TO GET A DETERMINATE RESPONSE HERE. THIS IS A VERY IMPORTANT STUDENT CLASSIFIER FOR ANALYSIS. IF THE FIRST QUESTION IS CONFUSING TO R., THEN ASK THE SECOND QUESTION (IN PARENTHESES).[n]
<1> YES, LISTED AS DEPENDENT
<2> NO, NOT LISTED AS DEPENDENT
<-8> DON'T KNOW
<-7> REFUSE
===>

>F80E< [allow 2]
[IF PRELOAD 1990 INDEPENDENT OR F80C=2, SET F80E/F80G/F80I TO INDEPENDENT (=2) AND GO TO G001; ELSE IF PRELOAD 1990 DEPENDENT(=1), SET F80E TO DEPENDENT (=1) AND GO TO F80G]
Were you listed as a dependent on your parents' tax return in 1990, three years ago? (Did your parents provide more than half of your support in 1990, three years ago?)

[r]INTERVIEWER: TRY HARD TO GET A DETERMINATE RESPONSE HERE. THIS IS A VERY IMPORTANT STUDENT CLASSIFIER FOR ANALYSIS. IF THE FIRST QUESTION IS CONFUSING TO R., THEN ASK THE SECOND QUESTION (IN PARENTHESES).[n]
<1> YES, LISTED AS DEPENDENT
<2> NO, NOT LISTED AS DEPENDENT
<-8> DON'T KNOW
<-7> REFUSE
===>

>F80G< [allow 2]
[IF F80E=2, SET F80G/F80I TO INDEPENDENT(=2) AND GO TO G001]
Were you listed as a dependent on your parents' tax return in 1991, two years ago? (Did your parents provide more than half of your support in 1991, two years ago?)

[r]INTERVIEWER: TRY HARD TO GET A DETERMINATE RESPONSE HERE. THIS IS A VERY IMPORTANT STUDENT CLASSIFIER FOR ANALYSIS. IF THE FIRST QUESTION IS CONFUSING TO R., THEN ASK THE SECOND QUESTION (IN PARENTHESES).[n]
<1> YES, LISTED AS DEPENDENT
<2> NO, NOT LISTED AS DEPENDENT
<-8> DON'T KNOW
<-7> REFUSE
===>
>F80I< [allow 2]
[IF F80G=2, SET F80I TO INDEPENDENT(=2) AND GO TO G001]
Were you listed as a dependent on your parents' tax return in 1992, last year? (Did your parents provide more than half of your support in 1992, last year?)

[r]INTERVIEWER: TRY HARD TO GET A DETERMINATE RESPONSE HERE. THIS IS A VERY IMPORTANT STUDENT CLASSIFIER FOR ANALYSIS. IF THE FIRST QUESTION IS CONFUSING TO R., THEN ASK THE SECOND QUESTION (IN PARENTHESES).[n]
<1> YES, LISTED AS DEPENDENT
<2> NO, NOT LISTED AS DEPENDENT
<-8> DON'T KNOW
<-7> REFUSE
===>

G. Financial Information

>G001< [allow 1]
[TIME STAMP ON THIS SCREEN]
The next few questions are about your family financial planning and responsibilities.

ENTER <1> TO CONTINUE
===>

>G01A< [allow 2]
For how many people, beside yourself, do you have any [r]financial[n] responsibility (spouse, children, parents, other family members, or other persons)?

<0> NONE OTHER THAN SELF
<1-9> NUMBER OTHER THAN SELF
<10> 10 OR MORE OTHER THAN SELF
<-7> REFUSE
===>

>G02A< [allow 2]
For how many people, beside yourself, do you have any [r]caretaker[n] [r]or other time-commitment[n] responsibility (children, elderly parents or family members, or others)?

<0> NONE OTHER THAN SELF
<1-9> NUMBER OTHER THAN SELF
<10> 10 OR MORE OTHER THAN SELF
<-7> REFUSE
===>

>G03A< [allow 2]
Next we would like to ask some questions about your personal expenses.

<1> ENTER 1 TO CONTINUE
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO G04A]
===>

>G03C< [allow 2]
Do you own (with or without mortgage) or rent the residence where you now live?

<1> RESPONDENT OWNS RESIDENCE
<2> RESPONDENT RENTS RESIDENCE [goto G03G]
<3> RESPONDENT NEITHER OWNS NOR RENTS RESIDENCE [goto G03I]
<-7> REFUSE [goto G03I]
===>

>G03E< [allow 4]
How much is your monthly mortgage payment?

[r]INTERVIEWER: IF RESPONDENT OWNS HOME OUTRIGHT OR MORTGAGE HAS[n] [r]BEEN PAID OFF, ENTER 0. OTHERWISE, IF PAYMENT IS LESS THAN[n] [r]$100, ENTER 100.[n]

```
            <0> NO MORTGAGE PAYMENT (RESIDENCE PAID OFF)
          <100> $100 OR LESS
     <101-1500>
    <1501-9998>  [goto G03F]
          <9999> $9999 OR MORE  [goto G03F]
       <-7> REFUSE
===> [goto G03I]

>G03F< [allow 1][no erase]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]

<1> RESPONSE WAS CORRECT       [GOTO G03I]
<2> RESPONSE WAS NOT CORRECT   [GOTO G03E]
===>

>G03G< [allow 4]
How much is your monthly rent?

[r]INTERVIEWER: IF LESS THAN $50, ENTER 50.[n]

      <50> $50 OR LESS
  <51-1500>
<1501-9998>  [goto G03H]
    <9999> $9999 OR MORE  [goto G03H]
      <-7> REFUSE
===> [goto G03I]

>G03H< [allow 1]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]

<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT  [GOTO G03G]
===>

>G03I< [allow 2]
Do you [r]own or lease[n] one or more cars, trucks, campers,
motorcycles, or other vehicles?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO      [GOTO G03O]
<-7> REFUSE  [GOTO G03O]
===>
>G03K< [allow 2]
Do you make loan or lease payments on any of these vehicles?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO      [GOTO G03O]
<-7> REFUSE  [GOTO G03O]
===>

>G03M< [allow 4][no erase]
```

What is the amount of the total monthly payment?
[r]INTERVIEWER: IF LEASE OR LOAN PAYMENT IS QUARTERLY, ANNUALLY, OR[n]
[r]ON SOME OTHER "TIME-BASED" PAYMENT SCHEDULE, CONVERT TO MONTHLY.[n]
<100> $100 OR LESS PER MONTH
<101-9998> AMOUNT PER MONTH
<9999> $9,999 OR MORE PER MONTH
<-7> REFUSE
===>

>G03O< [allow 4]
Other than payments for your residence and for vehicles, which we have
just discussed, what are your average monthly [r]non-recreational[n]
expenses? [r]Please exclude any payments on educational loans.[n]
[r]INTERVIEWER: NON-RECREATIONAL EXPENSES ARE ESSENTIAL "LIVING"[n]
[r]EXPENSES BUT DO NOT INCLUDE "PARTYING" EXPENSES. LIVING[n]
[r]EXPENSES INCLUDE COSTS OF FOOD, CHILD CARE, GAS, OIL AND OTHER[n]
[r]MAINTENANCE FOR CAR, BUS/TRAIN TRANSPORTATION, CLOTHING,[n]
[r]SUPPLIES FOR HOUSE/SCHOOL, MEDICAL/DENTAL CARE, AND CREDIT CARD[n]
[r]DEBT. LIVING EXPENSES DO NOT INCLUDE COSTS OF BEER, WINE,[n]
[r]TOBACCO, DATES, CONCERTS, ETC.[n]
<100> $100 OR LESS PER MONTH
<101-9998> AMOUNT PER MONTH
<9999> $9,999 OR MORE PER MONTH
<-7> REFUSE
===>

[REPEAT BLOCK FOR RESPONDENT INCOME (GROSS, EARNED) FOR 1992(G04)/1991(G05)/1990(G06)/
1989(G07). IF '89/'90 INCOME AVAILABLE FROM BPS:92, PRELOAD INFO STORED & QUESTION
NOT ASKED. G0a=G04/G05/G06/G07. G04A: TIME STAMP ON THIS SCREEN]
>G0aA< [allow 6]
What was [r]your personal[n] total gross income in [fill (1992/1991/1990/1989]?
[r]This includes income from all sources[n] (wages, salaries, business
or farm income, social security, pension, dividends, interest, rental
income, child support, alimony, and other income).
ANNUAL INCOME:
<0> NO INCOME [GOTO NEXT G0aA UNTIL DONE, THEN GOTO G08A]
<1> SAME AS YEAR WE JUST TALKED ABOUT
<100> $100 OR LESS [GOTO G0aI]
<101-999998> [GOTO G0aI]
<999999> $999,999 OR MORE [GOTO G0aI]
<-8> DON'T KNOW <-7> REFUSE
===>
[IF G0aA=1, STORE RESULT FROM PRIOR G0aA BLOCK, THEN GOTO G0aI]
>G0aC< [allow 2]
Was your total [r]personal[n] income in [FILL YEAR] about the
same as, more than, or less than $30,000?

<1> LESS THAN $30,000
<2> ABOUT $30,000 [GOTO G0aI]
<3> MORE THAN $30,000 [GOTO G0aG]
<-8> DON'T KNOW [GOTO G0aI]
<-7> REFUSE [GOTO G0aI]
===>

>G0aE< [allow 2]
I will read some dollar ranges, please tell me the range that best
estimates your [r]personal[n] income in [FILL YEAR].

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]REFUSES AT ANY TIME, ENTER -7 AND MOVE ON.[n]

<3> LESS THAN OR = $3,000
<6> $3,001-$6,000
<9> $6,001-$9,000
<12> $9,001-$12,000
<15> $12,001-$15,000
<18> $15,001-$18,000
<21> $18,001-$21,000
<24> $21,001-$24,000
<27> $24,001-$27,000
<30> $27,001-$30,000
<-8> DON'T KNOW <-7> REFUSE
===> [goto G0aI]

>G0aG< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates your [r]personal[n] income in [FILL YEAR].

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]REFUSES AT ANY TIME, ENTER -7 AND MOVE ON.[n]

<40> $30,001-$40,000
<50> $40,001-$50,000
<60> $50,001-$60,000
<70> $60,001-$70,000
<80> $70,001-$80,000
<90> $80,001-$90,000
<99> MORE THAN $90,000
<-8> DON'T KNOW <-7> REFUSE
===> [goto G0aI]

>G0aI< [allow 6]
[TIME STAMP ON THIS SCREEN; THIS SCREEN WAS ADDED ON 5/12/93]
How much of this (your personal total gross income in [FILL YEAR]) [r]was earned[n] (i.e., wages, salaries, commissions, and other payments for your work)?

AMOUNT [r]EARNED[n] ANNUAL INCOME:
<0> NONE EARNED
<1> SAME AS TOTAL ANNUAL INCOME
<100> $100 OR LESS
<101-999998>
<999999> $999,999 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>
[IF G0aI=1, STORE GROSS INCOME FOR YEAR IN EARNED INCOME VARIABLE.
GOTO NEXT G0aA UNTIL DONE; THEN, GOTO G08A(GxxA)]

[REPEAT BLOCK FOR PARENT OR HOUSEHOLD INCOME FOR 1992(G08/G09)/1991(G10/G11)/1990(G12/G13)/1989(G14/G15). PARENT INCOME ASKED IF RESPONDENT WAS DEPENDENT IN GIVEN YEAR. OTHERWISE, HOUSEHOLD INCOME ASKED FOR THAT YEAR. IF '89/'90 INCOME AVAILABLE FROM BPS:92, PRELOAD INFO STORED & QUESTION NOT ASKED.
Gxx=G08/G10/G12/G14 : PARENT INCOME
Gyy=G09/G11/G13/G15 : HOUSEHOLD INCOME
G08A: TIME STAMP ON THIS SCREEN]

>GxxA< [allow 6]
[IF NOT INDICATED PARENTS' DEPENDENT IN GIVEN YEAR, GO TO Gyy;
ELSE IF PARENT INCOME NOT COLLECTED IN PRIOR Gxx/Gyy BLOCK, GO TO GxxB]
What was your [r]parents'[n] total gross income in [FILL YEAR]?
[r]This includes income from all sources[n] (wages, salaries, business
or farm income, social security, pension, dividends, interest, rental
income, child support, alimony, and other income).

[r]INTERVIEWER: NOTE THE RESPONSE OPTION OF "ABOUT THE SAME" AS[n]
[r]THE LAST INCOME REPORTED. IF RESP. GIVES THIS RESPONSE,[n]
[r]SIMPLY ENTER 1.[n]
ANNUAL INCOME:
<0> NO INCOME [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<1> SAME AS YEAR WE JUST TALKED ABOUT
<100> $100 OR LESS [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<101-999998> [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<999999> $999,999 OR MORE [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<-8> DON'T KNOW
<-7> REFUSE
===>
[IF GxxA=1, STORE PRIOR Gxx DATA IN CURRENT Gxx BLOCK; GO TO NEXT GxxA
UNTIL DONE, THEN GO TO H001]

>GxxB< [allow 2]
What was your [r]parents'[n] total gross income in [FILL YEAR]?
[r]This includes income from all sources[n] (wages, salaries,
business or farm income, social security, pension, dividends,
interest, rental income, child support, alimony, and other income).
ANNUAL INCOME:
<0> NO INCOME [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<100> $100 OR LESS [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<101-999998> [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<999999> $999,999 OR MORE [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<-8> DON'T KNOW
<-7> REFUSE
===>

>GxxC< [allow 2]
Was your [r]parents'[n] total income in [FILL YEAR], about
the same as, more than, or less than $50,000?
<1> LESS THAN $50,000
<2> ABOUT $50,000 [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<3> MORE THAN $50,000 [GOTO GxxG]
<-8> DON'T KNOW [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
<-7> REFUSE [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
===>

>GxxE< [allow 2]
I will read some dollar ranges, please tell me the range that best
estimates your [r]parents'[n] income in [FILL YEAR].
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]

<10> LESS THAN OR = $10,000 <40> $30,001-$40,000
<20> $10,001-$20,000 <50> $40,001-$50,000
<30> $20,001-$30,000
<-8> DON'T KNOW <-7> REFUSE
===> [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]

>GxxG< [allow 2]
I will read some dollar ranges, please tell me the range that best
estimates your [r]parents'[n] income in [FILL YEAR].
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<60> $50,001-$60,000 <90> $80,001-$90,000
<70> $60,001-$70,000 <95> $90,001-$99,999
<80> $70,001-$80,000 <99> $100,000 OR MORE
<-8> DON'T KNOW <-7> REFUSE
===> [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]

[Gyy BLOCK (HOUSEHOLD) ASKED FOR RESPONDENTS NOT LISTED AS DEPENDENTS IN GIVEN YEAR (OR IF DEPENDENCY INFORMATION INDETERMINATE). THIS IS PART OF Gxx/Gyy REPEAT BLOCK NOTED ABOVE. (Gyy=G09(1992)/G11(1991)/G13(1990)/G15(1989)]
>Gyy< [allow 2]
During [FILL YEAR], did your principal household include
any adults, other than you (but including your spouse or partner, if
applicable) who contributed to the household income? (Do not include
sorority/fraternity sisters/brothers, college roommates, or other
[r]friends[n] living with you.)
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
===>

>GyyA< [allow 6]
[IF Gyy=NO, STORE RESPONDENT GROSS INCOME FOR GIVEN YEAR (G0a BLOCK) IN Gyy BLOCK, AND GO TO NEXT GxxA UNTIL DONE, THEN GO TO H001; ELSE IF DIDN'T COLLECT HOUSEHOLD DATA IN PRIOR Gyy BLOCK (BECAUSE PARENT DATA COLLECTED INSTEAD IN PRIOR Gxx BLOCK), THEN GO TO GyyB]
What was the [r]total household[n] yearly gross income in [FILL YEAR]?
[r]This includes income from all individuals[n]
[r]contributing to the household income and from all sources[n]
(wages, salaries, business or farm income, social security, pension,
dividends, interest, rental income, child support, alimony, and other income).
[r]INTERVIEWER: NOTE THE RESPONSE OPTION OF "ABOUT THE SAME" AS[n]
[r]THE LAST INCOME REPORTED. IF RESP. GIVES THIS RESPONSE,[n]
[r]SIMPLY ENTER 1.[n]
ANNUAL INCOME:
<0> NO INCOME
<1> SAME AS YEAR WE JUST TALKED ABOUT
<100> $100 OR LESS
<101-999998>
<999999> $999,999 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===> [goto GyyC]

```
>GyyB< [allow 6]
What was the [r]total household[n] yearly gross income in [FILL YEAR]?
[r]This includes income from all individuals[n]
[r]contributing to the household income and from all sources[n]
(wages, salaries, business or farm income, social security, pension,
dividends, interest, rental income, child support, alimony, and other income).
ANNUAL INCOME:
        <0> NO INCOME
       <100> $100 OR LESS
       <101-999998>
       <999999> $999,999 OR MORE
       <-8> DON'T KNOW
       <-7> REFUSE
===>
>GyyC< [allow 2]
[IF GyyA=1, STORE PRIOR Gyy BLOCK DATA IN CURRENT Gyy BLOCK, AND GO TO NEXT GxxA UNTIL
 DONE, THEN GO TO H001; ELSE IF (GyyA >= 0) OR (GyyB >= 0), THEN GO TO NEXT GxxA UNTIL
 DONE, THEN GO TO H001]
Was your [r]total household[n] income in [FILL YEAR], about
the same as, more than, or less than $50,000?

 <1> LESS THAN $50,000
 <2> ABOUT $50,000      [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
 <3> MORE THAN $50,000  [GOTO GyyG]
 <-8> DON'T KNOW        [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
 <-7> REFUSE            [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
===>

>GyyE< [allow 2]
I will read some dollar ranges, please tell me the range that best
estimates your [r]total household[n] income in [FILL YEAR].
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]

<10> LESS THAN OR = $10,000          <40> $30,001-$40,000
<20> $10,001-$20,000                 <50> $40,001-$50,000
<30> $20,001-$30,000
            <-8> DON'T KNOW   <-7> REFUSE
===> [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]

>GyyG< [allow 2]
I will read some dollar ranges, please tell me the range that best
estimates your [r]total household[n] income in [FILL YEAR].
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]

<60> $50,001-$60,000          <90> $80,001-$90,000
<70> $60,001-$70,000          <95> $90,001-$99,999
<80> $70,001-$80,000          <99> $100,000 OR MORE
      <-8> DON'T KNOW   <-7> REFUSE
===> [GOTO NEXT GxxA UNTIL DONE, THEN GOTO H001]
```

H. Graduate School Plans

>H001<
[DETERMINE IF SECTION H IS APPLICABLE FOR RESPONDENT BY INFORMATION GATHERED IN SECTION B AS WELL AS PRELOAD INFORMATION.
SECTION H IS APPLICABLE IF:
1) RESPONDENT CONFIRMED GRADUATE ENROLLMENT;
2) RESPONDENT RECEIVED A BACHELOR'S DEGREE;
3) RESPONDENT HAD >= 16 MONTHS FULL-TIME OR >= 24 MONTHS OVERALL WORKING TOWARD BACHELOR'S OR ACADEMIC ASSOCIATE'S DEGREE;
IF SECTION H NOT APPLICABLE, GO TO I001]

>H002< [allow 1]
[TIME STAMP ON THIS SCREEN]
We now have just a few questions about your plans for, and experiences in, graduate school.

ENTER <1> TO CONTINUE
===>

>H01A< [allow 2]
Have you ever taken any graduate school or advanced professional education admissions test, such as the GRE (Graduate Records Examination), Law School Admissions Test, or Medical College Admissions Test?

[r]INTERVIEWER: OTHER EXAMPLES YOU CAN USE AS PROMPTS ARE:[n]
[r]MILLER'S ANALOGY TEST ** DENTAL ADMISSIONS TEST ** GRADUATE[n]
[r]MANAGEMENT ADMISSIONS TEST[n]

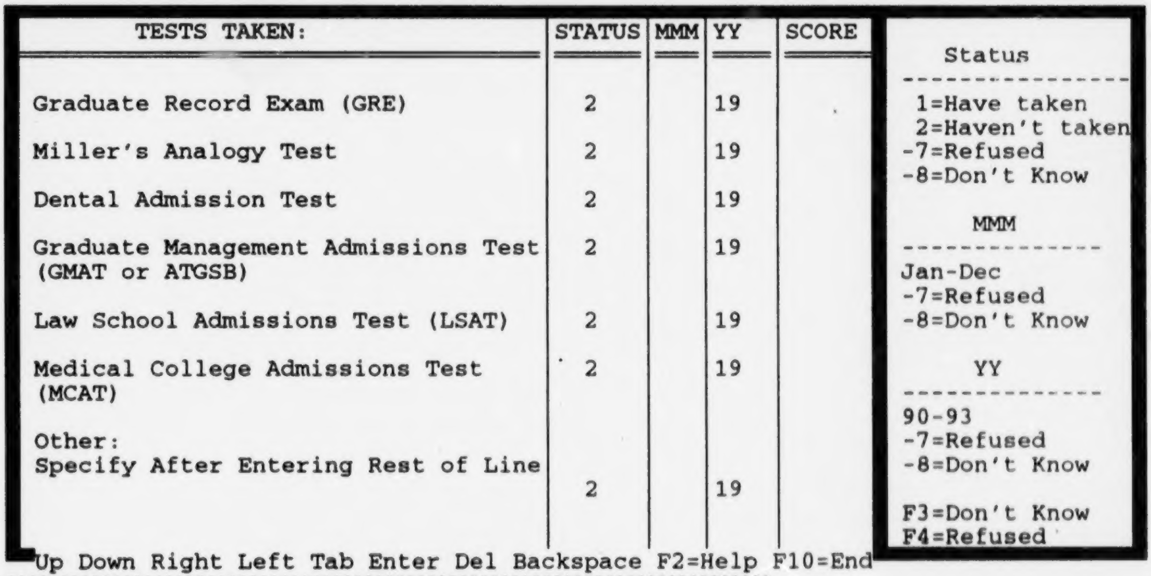
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>H01C< [allow 2]
[IF H01A ^= YES, GO TO H02A; GRADUATE EXAM INFORMATION (TYPES, DATE TAKEN, SCORE) COLLECTED IN USER EXIT]
Please tell us which tests you have taken, when you took them, and the latest score you obtained on them.

[r]INTERVIEWER: ENTER THIS INFORMATION IN THE USER EXIT. REMEMBER,[n]
[r]DON'T READ THE RESPONSE ALTERNATIVES UNLESS NEEDED AS PROMPTS[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO H02A]
===>

*********** Graduate/ Professional Admission Exam User Exit *************



```
 TESTS TAKEN:                            STATUS  MMM  YY   SCORE      Status
                                                                    ---------------
 Graduate Record Exam (GRE)                2          19             1=Have taken
                                                                     2=Haven't taken
 Miller's Analogy Test                     2          19            -7=Refused
                                                                    -8=Don't Know
 Dental Admission Test                     2          19
                                                                        MMM
 Graduate Management Admissions Test       2          19            -------------
 (GMAT or ATGSB)                                                    Jan-Dec
                                                                    -7=Refused
 Law School Admissions Test (LSAT)         2          19            -8=Don't Know

 Medical College Admissions Test           2          19                 YY
 (MCAT)                                                             -------------
                                                                    90-93
 Other:                                                             -7=Refused
 Specify After Entering Rest of Line                                -8=Don't Know
                                           2          19
                                                                    F3=Don't Know
                                                                    F4=Refused
 Up Down Right Left Tab Enter Del Backspace F2=Help F10=End
```

****

>H02A< [allow 2]
[IF CONFIRMED GRADUATE ENROLLMENT, GO TO H02C]
Have you ever applied, or do you intend to apply within the next year,
to graduate school or other professional school giving an advanced
professional degree (Law School, Medical School, Dental School)?

[r]INTERVIEWER: OTHER EXAMPLES TO USE AS PROMPTS INCLUDE "ADVANCED"[n]
[r]DEGREES (THAT IS, AFTER UNDERGRADUATE DEGREES) IN: DENTISTRY,[n]
[r]MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY,[n]
[r]THEOLOGY, VETERINARY MEDICINE, AND LAW[n]
[r]PLEASE DISTINGUISH BETWEEN "HAVE APPLIED" AND "INTEND TO APPLY"[n]

<1> YES, HAVE APPLIED
<2> YES, INTEND TO APPLY WITHIN ONE YEAR [goto H06]
<3> NO, HAVE NOT APPLIED AND WILL NOT APPLY WITHIN ONE YEAR [goto H05]
<-8> DON'T KNOW [goto H05] <-7> REFUSE [goto I001]
===>

>H02C< [allow 2]
In total, to how many graduate/professional schools did you apply?

[r]INTERVIEWER, IF MORE THAN 50, ENTER 50[n]
NUMBER OF GRADUATE SCHOOLS APPLIED TO:
<1-15> [goto H02G]
<16-50> [goto H02E]
<-7> REFUSE [goto H02G]
===>
>H02E< [allow 1][no erase]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT [GOTO H02C]

===>

>H02G< [allow 2]
When did you first apply to any graduate/professional school?
[r]INTERVIEWER: THE DATE OF INTEREST IS WHEN "FORMAL" APPLICATION[n]
[r]WAS MADE. IF APPLICATION IS BEING FILLED OUT BUT NOT YET SENT,[n]
[r]ENTER THE CURRENT MONTH AND YEAR[n]

MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>H02H< [allow 2][no erase]

ENTER LAST TWO DIGITS OF YEAR:
<90-93>
<-8> DON'T KNOW
<-7> REFUSE
===>

>H03A< [allow 2]
[FILL CHOICES ARE SCHOOL SPECIFIED BY RESPONDENT IN SECTION B: PRELOAD AND NEW SCHOOLS]
What was the name of [FILL IF 1 SCHOOL: (the graduate school you applied to)
ELSE (your first choice in graduate school)]?

[r]INTERVIEWER: IF RESPONSE IS ONE OF THE SCHOOLS LISTED BELOW, ENTER THE NUMBER OF THAT SCHOOL; OTHERWISE ENTER 12 AND THEN TYPE THE NAME OF THE SCHOOL IN THE SPACE THAT WILL APPEAR. IF YOU TYPE AN "NA" SCHOOL, YOU WILL BE RETURNED TO THIS SCREEN.[n]
<1> [fill NAME OF NPSAS SCHOOL]
<2> [fill NAME OF PRELOAD SCHOOL 2, IF APPLICABLE]
<3> [fill NAME OF PRELOAD SCHOOL 3, IF APPLICABLE]
<4> [fill NAME OF PRELOAD SCHOOL 4, IF APPLICABLE]
<5> [fill NAME OF PRELOAD SCHOOL 5, IF APPLICABLE]
<6> [fill NAME OF NEW SCHOOL 1, IF APPLICABLE]
<7> [fill NAME OF NEW SCHOOL 2, IF APPLICABLE]
<8> [fill NAME OF NEW SCHOOL 3, IF APPLICABLE]
<9> [fill NAME OF NEW SCHOOL 4, IF APPLICABLE]
<10> [fill NAME OF NEW SCHOOL 5, IF APPLICABLE]
<11> [fill NAME OF NEW SCHOOL 6, IF APPLICABLE]
<12> GRADUATE SCHOOL NOT LISTED ABOVE [GOTO H03W] <-7> REFUSE [goto H06]
===>
[DETERMINE APPLICABILITY OF CHOICE SPECIFIED. IF CHOICE APPLICABLE, STORE SCHOOL NAME, IPEDS, LEVEL, CONTROL, AND LAST GRAD ENROLLMENT DATES, AND GO TO H03F]
>H03W< [allow 50][no erase]

(ENTER NAME OF SCHOOL BELOW ... UP TO 50 CHARACTERS)
===>

>H03b< [allow 2]
[TIME STAMP ON THIS SCREEN; COLLECT IPEDS INFORMATION IN USER EXIT]
In what city and state is [fill NAME OF FIRST CHOICE GRAD SCHOOL]
located?

[r]INTERVIEWER: FILL IN CITY & STATE AND CODE SCHOOL IN USER EXIT[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO H06]
===>
*************** IPEDS User Exit (See >Bx2B<) ********************
****

>H03F< [allow 2]
[TIME STAMP ON THIS SCREEN; COLLECT FIELD OF STUDY INFORMATION IN USER EXIT]
What was your planned graduate/professional major or field of study at
[fill NAME OF FIRST CHOICE GRAD SCHOOL]?

[r]INTERVIEWER: ENTER FIELD OF STUDY AND ASSIGN TO CATEGORY IN USER[n]
[r]EXIT. IF RESPONDENT INDICATES A DOUBLE MAJOR, PROMPT FOR "MOST"[n]
[r]IMPORTANT ONE. HOWEVER, BE SURE YOU ARE DEALING WITH A DOUBLE[n]
[r]MAJOR! IF R. INDICATES SOMETHING THAT SOUNDS LIKE A DOUBLE MAJOR[n]
[r](AS EXAMPLE, COMPUTER/ELECTRONICS), ASK IF THE SCHOOL CONSIDERS[n]
[r]IT A SINGLE PROGRAM OR TWO PROGRAMS. ONLY IF IT'S TWO PROGRAMS[n]
[r]IS THIS A DOUBLE MAJOR.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO H03I]
===>
****************** Field of Study (CIP) User Exit (See >ByyG<) ******************
****

>H03I< [allow 2]
[TIME STAMP ON THIS SCREEN]
Did you apply for financial aid of any type for your graduate studies
at [fill NAME OF FIRST CHOICE GRAD SCHOOL]?

[r]INTERVIEWER, AS PROMPTS, THIS INCLUDES STUDENT LOANS {BUT NOT[n]
[r]LOANS FROM PARENTS, RELATIVES, OR FRIENDS}, GRANTS, WORK-STUDY[n]
[r]SCHOLARSHIPS, ASSISTANTSHIPS, OR FELLOWSHIPS,[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>H03K< [allow 2]
Were you accepted for admission to graduate/professional school at
[fill NAME OF FIRST CHOICE GRAD SCHOOL]?
<1> YES
<2> NO [GOTO H03N]
<-8> DON'T KNOW
<-7> REFUSE
===>

>H03M< [allow 2]
Were you offered any form of financial aid for your graduate/
professional studies at [fill NAME OF FIRST CHOICE GRAD SCHOOL]?
[r]INTERVIEWER, AS PROMPTS, THIS INCLUDES LOANS, GRANTS, WORK-STUDY[n]
[r]SCHOLARSHIPS, ASSISTANTSHIPS, OR FELLOWSHIPS,[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE

```
===>

>H03N< [allow 1]
[IF H03M=YES, SET H03K TO YES]
[r]INTERVIEWER: ONCE YOU^A et^]o^\nira^V^Psl PASS THIS SCREEN, YOU WILL BE LOCKED OUT[n]
[r]OF ANY FURTHER REVISION OF INFORMATION ON FIRST CHOICE GRADUATE[n]
[r]SCHOOL.  NEEDED CHANGES MUST BE MADE BEFORE MOVING ON.[n]
ENTER <1> TO CONTINUE
===>

>H04A< [allow 2]
[IF H02C=1 (1 GRAD SCHOOL APPLIED TO), GO TO H06;
 ELSE FILL CHOICES ARE SCHOOL SPECIFIED BY RESPONDENT IN SECTION B: PRELOAD AND
 NEW SCHOOLS]
What was the name of your second choice of graduate/professional schools?
[r]INTERVIEWER: IF RESPONSE IS ONE OF THE SCHOOLS LISTED BELOW, ENTER
THE NUMBER OF THAT SCHOOL; OTHERWISE ENTER 12 AND THEN TYPE THE NAME
OF THE SCHOOL IN THE SPACE THAT WILL APPEAR.  IF YOU TYPE AN "NA"
SCHOOL, YOU WILL BE RETURNED TO THIS SCREEN.[n]
 <1> [fill NAME OF NPSAS SCHOOL]
 <2> [fill NAME OF PRELOAD SCHOOL 2, IF APPLICABLE]
 <3> [fill NAME OF PRELOAD SCHOOL 3, IF APPLICABLE]
 <4> [fill NAME OF PRELOAD SCHOOL 4, IF APPLICABLE]
 <5> [fill NAME OF PRELOAD SCHOOL 5, IF APPLICABLE]
 <6> [fill NAME OF NEW SCHOOL 1, IF APPLICABLE]
 <7> [fill NAME OF NEW SCHOOL 2, IF APPLICABLE]
 <8> [fill NAME OF NEW SCHOOL 3, IF APP
 <9> [fill NAME OF NEW SCHOOL 4, IF APPLICABLE]
<10> [fill NAME OF NEW SCHOOL 5, IF APPLICABLE]
<11> [fill NAME OF NEW SCHOOL 6, IF APPLICABLE]
<12> GRADUATE SCHOOL NOT LISTED ABOVE  [GOTO H04W]
 <-7> REFUSE   [goto H06]
===>
[DETERMINE APPLICABILITY OF CHOICE SPECIFIED.  IF CHOICE APPLICABLE, STORE
 SCHOOL NAME, IPEDS, LEVEL, CONTROL, AND LAST GRAD ENROLLMENT DATES, AND GO TO H04F]
>H04W< [allow 50][no erase]

(ENTER NAME OF SCHOOL BELOW ... UP TO 50 CHARACTERS)
===>

>H04b< [allow 2]
[TIME STAMP ON THIS SCREEN; COLLECT IPEDS INFORMATION IN USER EXIT]
In what city and state is [fill NAME OF SECOND CHOICE GRAD SCHOOL]
located?

[r]INTERVIEWER: FILL IN CITY & STATE AND CODE SCHOOL IN USER EXIT[n]

 <1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS     [GOTO H04P]
===>
*************** IPEDS User Exit (See >Bx2B<) ********************
*****************************************************************

>H04F< [allow 2]
[TIME STAMP ON THIS SCREEN; COLLECT FIELD OF STUDY INFORMATION IN USER EXIT]
What was your planned graduate/professional major or field of study at
[fill NAME OF SECOND CHOICE GRAD SCHOOL]?
```

[r]INTERVIEWER: ENTER FIELD OF STUDY AND ASSIGN TO CATEGORY IN USER[n]
[r]EXIT. IF RESPONDENT INDICATES A DOUBLE MAJOR, PROMPT FOR "MOST"[n]
[r]IMPORTANT ONE. HOWEVER, BE SURE YOU ARE DEALING WITH A DOUBLE[n]
[r]MAJOR! IF R. INDICATES SOMETHING THAT SOUNDS LIKE A DOUBLE MAJOR[n]
[r](AS EXAMPLE, COMPUTER/ELECTRONICS), ASK IF THE SCHOOL CONSIDERS[n]
[r]IT A SINGLE PROGRAM OR TWO PROGRAMS. ONLY IF IT'S TWO PROGRAMS[n]
[r]IS THIS A DOUBLE MAJOR.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO H04I]
===>
******************* Field of Study (CIP) User Exit (See >ByyG<) *******************
****

>H04I< [allow 2]
[TIME STAMP ON THIS SCREEN]
Did you apply for financial aid of any type for your graduate studies
at [fill NAME OF SECOND CHOICE GRAD SCHOOL]?

[r]INTERVIEWER, AS PROMPTS, THIS INCLUDES STUDENT LOANS {BUT NOT[n]
[r]LOANS FROM PARENTS, RELATIVES, OR FRIENDS}, GRANTS, WORK-STUDY[n]
[r]SCHOLARSHIPS, ASSISTANTSHIPS, OR FELLOWSHIPS,[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
>H04K< [allow 2]
Were you accepted for admission to graduate/professional school at
[fill NAME OF SECOND CHOICE GRAD SCHOOL]?
<1> YES
<2> NO [GOTO H04N]
<-8> DON'T KNOW
<-7> REFUSE
===>

>H04M< [allow 2]
Were you offered any form of financial aid for your graduate/
professional studies at [fill NAME OF SECOND CHOICE GRAD SCHOOL]?

[r]INTERVIEWER, AS PROMPTS, THIS INCLUDES LOANS, GRANTS, WORK-STUDY[n]
[r]SCHOLARSHIPS, ASSISTANTSHIPS, OR FELLOWSHIPS,[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>H04N< [allow 1]
[IF H04M=YES, SET H04K TO YES(1)]
[r]INTERVIEWER: ONCE YOU PASS THIS SCREEN, YOU WILL BE LOCKED OUT[n]
[r]OF ANY FURTHER REVISION OF INFORMATION ON SECOND CHOICE GRADUATE[n]
[r]SCHOOL. NEEDED CHANGES MUST BE MADE BEFORE MOVING ON.[n]

ENTER <1> TO CONTINUE
===>

```
>H04P< [allow 2]
[IF H02C <= 2 (2 OR FEWER GRAD SCHOOLS APPLIED TO), GO TO H06]
Did you apply for financial aid for your graduate/professional studies
at any of the other schools you applied to?

[r]INTERVIEWER, AS PROMPTS, THIS INCLUDES STUDENT LOANS (BUT NOT[n]
[r]LOANS FROM PARENTS, RELATIVES, OR FRIENDS), GRANTS, WORK-STUDY[n]
[r]SCHOLARSHIPS, ASSISTANTSHIPS, OR FELLOWSHIPS,[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===> [goto H06 ]

>H05< [allow 1]
[IF DIDN'T RECEIVE BACHELOR'S DEGREE, GO TO I001]
What, if any, are the reasons you have not applied to graduate school?

[r]INTERVIEWER, ANSWER ON NEXT SCREEN!!! ON THAT SCREEN, DON'T READ
RESPONSES UNLESS NEEDED AS PROMPTS. TOGGLE ALL THAT APPLY TO "YES".
YOU WILL PROBABLY HAVE TO DO CONSIDERABLE PROMPTING WITH THE ITEMS ON
THE TOGGLE SCREEN, SINCE R. WILL PROBABLY GIVE SOME FAIRLY GENERAL
ANSWERS. FOR THAT REASON, THE RESPONSE OPTIONS ARE ARRANGED UNDER
THREE CATEGORIES: FINANCIAL; ACADEMIC/MOTIVATIONAL/INTEREST, AND
OTHER. CONSEQUENTLY, IF R. RESPONDS WITH SOMETHING LIKE "GRADUATE
SCHOOL COSTS TOO MUCH", YOU SHOULD PROMPT WITH SOME OF THE OPTIONS
UNDER FINANCIAL (SUCH AS, "DID YOU CONSIDER IT TOO EXPENSIVE BECAUSE
YOU HAD TOO MUCH EDUCATIONAL OR OTHER DEBT OR DIDN'T WANT TO TAKE ON
OTHER DEBT, OR WHAT?" A MORE GENERAL PROMPT IN THIS CASE WOULD BE
"WHY DID YOU CONSIDER IT TOO EXPENSIVE?" DON'T JUST ACCEPT GENERAL
RESPONSES LIKE "IT WOULD BE TOO HARD" WITHOUT PROMPTING FOR MORE.
AFTER EACH ANSWER IS RESOLVED, ASK "ANY OTHER REASONS?" WHEN DONE,
ENTER 99.[n]
ENTER <1> TO CONTINUE
===>

>H05A< [allow 2]
   [r]CODE ALL THAT APPLY:[n]
AFFORDABILITY REASONS:
 <1> ALREADY TOO MUCH EDUCATION DEBT
 <2> ALREADY TOO MUCH OTHER DEBT
 <3> COULDN'T AFFORD IT: ADDING MORE DEBT WOULD BE TOO MUCH
 <4> COULDN'T AFFORD IT: GRADUATE SCHOOL COSTS TOO MUCH
REQUIREMENT/QUALIFICATION/INTEREST/MOTIVATION REASONS:
 <5> HAVEN'T TAKEN OR SCORED TOO LOW ON ADMISSION TEST(S)
 <6> DIDN'T THINK I'D GET IN;GRAD SCHOOL WOULD BE TOO DIFFICULT
 <7> DIDN'T KNOW WHAT TO STUDY
 <8> TOO MUCH TROUBLE TO APPLY
 <9> NEVER REALLY WANTED TO CONTINUE SCHOOL
<10> TIRED OF SCHOOL AND/OR NEEDED A BREAK
OTHER REASONS:
<11> NO SCHOOL NEARBY HAD PROGRAM OF INTEREST
<12> FAMILY RESPONSIBILITIES TOO DEMANDING
<13> WANTED/NEEDED WORK EXPERIENCE BEFORE GRADUATE SCHOOL
<14> GRADUATE EDUCATION NOT NEEDED FOR CURRENT/FUTURE JOB PLANS
<15> DON'T KNOW; NO PARTICULAR REASON
<16> [fill "OTHER, SPECIFY" TEXT, IF APPLICABLE]
[r]<99> ALL DONE[n]
```

```
===>
[IF H05A=99: IF NO REASONS SPECIFIED GO TO H05E; ELSE, IF ONLY 1 REASON
          SPECIFIED, STORE THAT REASON AS PRIMARY AND GO TO I001; ELSE IF
          CHOICE 15=YES (NO PARTIC REASON) AND # REASONS > 1, SET IT TO "NO".
GOTO H05G IN ANY CASE;
 ELSE IF "OTHER SPECIFY"=YES (CHOICE 16), GO TO H05C;
 ELSE STAY ON TOGGLE SCREEN UNTIL 99 ENTERED]
>H05C< [allow 40][no erase]

(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===> [goto H05A]

>H05E< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]

ENTER <1> TO CONTINUE
===> [goto H05A]

>H05G< [allow 2]
Of the reasons you just gave, what was the [r]primary[n] reason that
you did not apply to graduate/professional school?
[r]SELECT FROM PREVIOUSLY GIVEN (HIGHLIGHTED) OPTIONS.[n]
 <1> ALREADY TOO MUCH EDUCATION DEBT
 <2> ALREADY TOO MUCH OTHER DEBT
 <3> COULDN'T AFFORD IT: ADDING MORE DEBT WOULD BE TOO MUCH
 <4> COULDN'T AFFORD IT: GRADUATE SCHOOL COSTS TOO MUCH
 <5> HAVEN'T TAKEN OR SCORED TOO LOW ON ADMISSION TEST(S)
 <6> DIDN'T THINK I'D GET IN;GRAD SCHOOL WOULD BE TOO DIFFICULT
 <7> DIDN'T KNOW WHAT TO STUDY
 <8> TOO MUCH TROUBLE TO APPLY
 <9> NEVER REALLY WANTED TO CONTINUE SCHOOL
<10> TIRED OF SCHOOL AND/OR NEEDED A BREAK
<11> NO SCHOOL NEARBY HAD PROGRAM OF INTEREST
<12> FAMILY RESPONSIBILITIES TOO DEMANDING
<13> WANTED/NEEDED WORK EXPERIENCE BEFORE GRADUATE SCHOOL
<14> GRADUATE EDUCATION NOT NEEDED FOR CURRENT/FUTURE JOB PLANS
<16> [fill "OTHER, SPECIFY" TEXT, IF APPLICABLE]
===>

>H05I< [allow 1][no erase]
[ENSURE THAT PRIMARY REASON SPECIFIED WAS ONE GIVEN ORIGINALLY; IF SO, GO TO I001]
[r]INTERVIEWER YOU SPECIFIED A RESPONSE NOT AMONG HIGHLIGHTED CHOICES
AND, THEREFORE, NOT GIVEN PREVIOUSLY. WHEN YOU EXIT THIS SCREEN, YOU
WILL BE RETURNED TO THE PREVIOUS SCREEN. IF YOU NEED TO ADD ANOTHER
REASON, BACKUP TO PART A OF THIS QUESTION (THE TOGGLE SCREEN).[n]

ENTER <1> TO CONTINUE
===> [goto H05G]
```

>H06<
What [(IF H02A=1) "were"; (IF H02A=2) "are"] your reasons for applying to graduate/professional school?

[r]INTERVIEWER, ANSWER ON NEXT SCREEN!!! ON THAT SCREEN, DON'T READ RESPONSES UNLESS NEEDED AS PROMPTS. TOGGLE ALL THAT APPLY TO "YES". YOU WILL PROBABLY HAVE TO DO CONSIDERABLE PROMPTING WITH THE ITEMS ON THE TOGGLE SCREEN, SINCE R. WILL PROBABLY GIVE SOME FAIRLY GENERAL ANSWERS. DON'T JUST ACCEPT GENERAL RESPONSES LIKE "I JUST WANTED TO" WITHOUT PROMPTING FOR MORE. A GENERAL PROMPT IN THIS CASE WOULD BE "WHY DID YOU WANT TO?" AFTER EACH ANSWER IS RESOLVED, ASK "ANY OTHER REASONS?" WHEN DONE, ENTER 99.[n]

ENTER <1> TO CONTINUE
===>

>H06A< [allow 2]
[r]CODE ALL THAT APPLY:[n]
<1> ADVANCED DEGREE/CERTIFICATE NEEDED FOR CAREER GOALS
<2> ADDITIONAL EDUCATION NEEDED FOR ENTRY INTO JOB
<3> ADDITIONAL EDUCATION NEEDED FOR JOB ADVANCEMENT/CONTINUATION
<4> TO EXPAND KNOWLEDGE IN CHOSEN FIELD
<5> TO EXPAND KNOWLEDGE GENERALLY
<6> PARENT/FAMILY WANTED ME TO APPLY/ATTEND GRADUATE SCHOOL
<7> NON-FAMILY PERSON(S) WANTED ME TO APPLY/ATTEND GRADUATE SCHOOL
<8> ENJOY SCHOOL
<9> ADMISSION EASIER NOW THAN LATER
<10> COULDN'T GET A JOB
<11> UNCERTAIN ABOUT FUTURE PLANS AND CONTINUING EDUCATION SEEMS A GOOD TEMPORARY SOLUTION
<12> [fill "OTHER, SPECIFY" TEXT, IF APPLICABLE]
[r]<99> ALL DONE[n]
===>
[IF H06A=99: IF NO REASONS SPECIFIED GO TO H06E; ELSE, IF ONLY 1 REASON SPECIFIED, STORE THAT REASON AS PRIMARY AND GO TO H07A;
ELSE GOTO H06G;
ELSE IF "OTHER SPECIFY"=YES (CHOICE 12), GO TO H06C;
ELSE STAY ON TOGGLE SCREEN UNTIL 99 ENTERED]

>H06C< [allow 40][no erase]

(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===> [goto H06A]

>H06E< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]

ENTER <1> TO CONTINUE
===> [goto H06A]

>H06G< [allow 2]
Of the reasons you just gave, what was the [r]primary[n] reason that you applied to graduate/professional school?

```
[r]SELECT FROM PREVIOUSLY GIVEN (HIGHLIGHTED) OPTIONS:[n]
 <1> ADVANCED DEGREE/CERTIFICATE NEEDED FOR CAREER GOALS
 <2> ADDITIONAL EDUCATION NEEDED FOR ENTRY INTO JOB
 <3> ADDITIONAL EDUCATION NEEDED FOR JOB ADVANCEMENT/CONTINUATION
 <4> TO EXPAND KNOWLEDGE IN CHOSEN FIELD
 <5> TO EXPAND KNOWLEDGE GENERALLY
 <6> PARENT/FAMILY WANTED ME TO APPLY/ATTEND GRADUATE SCHOOL
 <7> NON-FAMILY PERSON(S) WANTED ME TO APPLY/ATTEND GRADUATE SCHOOL
 <8> ENJOY SCHOOL
 <9> ADMISSION EASIER NOW THAN LATER
<10> COULDN'T GET A JOB
<11> UNCERTAIN ABOUT FUTURE PLANS AND CONTINUING EDUCATION SEEMS A
     GOOD TEMPORARY SOLUTION
<12> [fill "OTHER, SPECIFY" TEXT, IF APPLICABLE]
===>
>H06I< [allow 1][no erase]
[ENSURE THAT PRIMARY REASON SPECIFIED WAS ONE GIVEN ORIGINALLY; IF SO, GO TO H07A]
[r]INTERVIEWER YOU SPECIFIED A RESPONSE NOT AMONG HIGHLIGHTED CHOICES
AND, THEREFORE, NOT GIVEN PREVIOUSLY.  WHEN YOU EXIT THIS SCREEN, YOU
WILL BE RETURNED TO THE PREVIOUS SCREEN.  IF YOU NEED TO ADD ANOTHER
REASON, BACKUP TO PART A OF THIS QUESTION (THE TOGGLE SCREEN).[n]
ENTER <1> TO CONTINUE
===> [goto H06G]

>H07A< [allow 2]
[IF NOT CONFIRMED GRAD SCHOOL ENROLLMENT, GO TO I001]
During your first year of graduate/professional school, did you
receive any financial assistance from your parents (or other
relatives)?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>
>H08A< [allow 2]
[IF NOT 1993 GRAD SCHOOL ENROLLMENT INDICATED, GO TO H08C]
What we have recorded from earlier in the interview indicates that you
have been enrolled in graduate/professional school during 1993.  Is
this correct?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES          [GOTO H09A]
 <2> NO           [GOTO I001]
<-7> REFUSE         [GOTO I001]
===>
>H08C< [allow 2]
What we have recorded from earlier in the interview indicates that you
have [r]not[n] been enrolled in graduate/professional school during
1993.  Is this correct?
 <1> NOT ENROLLED IN GRADUATE SCHOOL IN 1993   [goto I001]
 <2> ENROLLED IN GRADUATE SCHOOL IN 1993
<-7> REFUSE                                    [goto I001]
===>

>H09A< [allow 2]
What were your reasons for attending the specific graduate/
professional school you (last) attended in 1993?
[r]INTERVIEWER, DON'T READ RESPONSES UNLESS NEEDED AS PROMPTS.  TOGGLE
ALL THAT APPLY TO "YES" AND PROMPT "ANY OTHER REASONS?"[n]
```

```
[r]CODE ALL THAT APPLY:[n]
 <1> FIRST/ONLY SCHOOL THAT ACCEPTED ME
 <2> OBTAINED NEEDED FINANCIAL AID
 <3> SCHOOL HAS GOOD OVERALL REPUTATION, FACULTY, &/OR FACILITIES
 <4> MY PROGRAM HAS GOOD REPUTATION, FACULTY, &/OR FACILITIES
 <5> TUITION/FEES MORE AFFORDABLE THAN OTHERS (INCL. IN-STATE)
 <6> CAN FINISH PROGRAM OF STUDY MORE QUICKLY
 <7> CAN LIVE WITH PARENTS OR RELATIVES
 <8> PROGRAM GRADUATES RECEIVE GOOD JOBS
 <9> WANTED TO STAY NEAR HOME
<10> SCHOOL NEAR WHERE (I/MY SPOUSE) WORK
<11> [fill "OTHER, SPECIFY" TEXT, IF APPLICABLE]
[r]<99> ALL DONE[n]
===>
[IF H09A=99: IF NO REASONS SPECIFIED GO TO H09E; ELSE, IF ONLY 1 REASON
            SPECIFIED, STORE THAT REASON AS PRIMARY AND GO TO I001;
            ELSE GOTO H09G;
 ELSE IF "OTHER SPECIFY"=YES (CHOICE 11), GO TO H09C;
 ELSE STAY ON TOGGLE SCREEN UNTIL 99 ENTERED]

>H09C< [allow 40][no erase]
(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===> [goto H09A]

>H09E< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===> [goto H09A]

>H09G< [allow 2]
Of the reasons you gave, what was the [r]primary[n] reason that you
attended the graduate/professional school you (last) attended in 1993?

    [r]INDICATE THE PRIMARY REASON FROM THE HIGHLIGHTED CHOICES:[n]
 <1> FIRST/ONLY SCHOOL THAT ACCEPTED ME
 <2> OBTAINED NEEDED FINANCIAL AID
 <3> SCHOOL HAS GOOD OVERALL REPUTATION, FACULTY, &/OR FACILITIES
 <4> MY PROGRAM HAS GOOD REPUTATION, FACULTY, &/OR FACILITIES
 <5> TUITION/FEES MORE AFFORDABLE THAN OTHERS (INCL. IN-STATE)
 <6> CAN FINISH PROGRAM OF STUDY MORE QUICKLY
 <7> CAN LIVE WITH PARENTS OR RELATIVES
 <8> PROGRAM GRADUATES RECEIVE GOOD JOBS
 <9> WANTED TO STAY NEAR HOME
<10> SCHOOL NEAR WHERE (I/MY SPOUSE) WORK
<11> [fill "OTHER, SPECIFY" TEXT, IF APPLICABLE]
===>

>H09I< [allow 1][no erase]
[ENSURE THAT PRIMARY REASON SPECIFIED WAS ONE GIVEN ORIGINALLY; IF SO, GO TO I001]
[r]INTERVIEWER YOU SPECIFIED A RESPONSE NOT AMONG HIGHLIGHTED CHOICES
AND, THEREFORE, NOT GIVEN PREVIOUSLY.  WHEN YOU EXIT THIS SCREEN, YOU
WILL BE RETURNED TO THE PREVIOUS SCREEN.  IF YOU NEED TO ADD ANOTHER
REASON, BACKUP TO PART A OF THIS QUESTION (THE TOGGLE SCREEN).[n]

ENTER <1> TO CONTINUE
===> [goto H09G]
```

I. Public Service

```
>I001< [allow 1]
[TIME STAMP ON THIS SCREEN]
The next few questions are about your experiences in public affairs
and public service.
ENTER <1> TO CONTINUE
===>

>I01A< [allow 2]
[IF A13A=NO(=2: NOT U.S. CITIZEN), THEN GO TO I01F;
 ELSE IF PRELOAD INFORMATION INDICATED THAT NEVER REGISTERED TO VOTE OR NO
PRELOAD INFO AVAILABLE, THEN GO TO I01B]
Are you [fill ("still"/"now") DEPENDING ON PRELOAD] registered to vote?
 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===> [goto I01C]

>I01B< [allow 2]
Are you, or have you ever been, registered to vote?
[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS.  ASK QUESTION AND ENTER APPROPRIATE CATEGORY FOR THE[n]
[r]RESPONSE; PROBING AS NECESSARY.  IF RESPONSE IS NOT CLEARLY[n]
[r]CATEGORIZEABLE, VERIFY YOUR CODED ANSWER WITH RESPONDENT.[n]
 <1> YES, CURRENTLY REGISTERED
 <2> YES, BUT NOT CURRENTLY REGISTERED
 <3> NO, NEVER REGISTERED          [GOTO I01F]
 <4> NO, NOT ELIGIBLE              [GOTO I01F]
<-8> DON'T KNOW
<-7> REFUSE
===>

>I01C< [allow 2]
Have you voted in any local, state, or national election since
February 1991?
 <1> YES
 <2> NO          [GOTO I01F]
<-8> DON'T KNOW
<-7> REFUSE
===>

>I01D< [allow 2]
Did you vote in the 1992 Presidential election?
 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>
[IF I01D=YES, SET I01C TO YES ALSO]

>I01F< [allow 2]
In the last two years (since the start of 1991), have you
[r]actively[n] participated in any way (for pay or as a volunteer) in
anyone's campaign for elective office?
[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS.  VERIFY YOUR CODING OF ANSWER WITH RESPONDENT, IF[n]
```

[r]UNCERTAIN. IF RESPONDENT GIVES MORE THAN ONE APPLICABLE[n]
[r]RESPONSE, ENTER ONLY THE ONE NEAREST TO THE TOP OF THE LIST.[n]

<1> YES, FOR OWN CAMPAIGN
<2> YES, AS PAID CAMPAIGN WORKER
<3> YES, AS VOLUNTEER CAMPAIGN WORKER
<4> YES, CONTRIBUTIONS ONLY
<5> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>I02A< [allow 2]
During the past two years (from the start of 1991 to present) have you performed volunteer or community service work, [r]other than court-ordered work[n]?
[r]EXAMPLES ARE PTA, LITTLE LEAGUE, SCOUTS, SERVICE CLUBS, CHURCH[n]
[r]GROUPS, SOCIAL ACTION GROUPS, ETC.[n]
<1> YES
<2> NO [GOTO J001]
<-8> DON'T KNOW [GOTO J001]
<-7> REFUSE [GOTO J001]
===>

>I02B< [allow 2]
How much (all, some, none) of this volunteer or community service work was required by one of your classes?
<1> ALL <2> SOME <3> NONE <-8> DON'T KNOW <-7> REFUSE
===>

>I02C< [allow 2][no erase]
How much was required by membership in an organization, sorority, or fraternity?
<1> ALL <2> SOME <3> NONE <-8> DON'T KNOW <-7> REFUSE
===>

>I02D< [allow 2][no erase]
[IF (I02B=NONE(3)) AND (I02C=NONE(3)), THEN SET I02D TO 1, AND GO TO I02F]
How much was strictly voluntary?
<1> ALL <2> SOME <3> NONE <-8> DON'T KNOW <-7> REFUSE
===>

>I02F< [allow 2]
[IF I02D^=1 AND I02D^=2, THEN GO TO I03A]
What was the [r]primary[n] reason you have done strictly voluntary community service work?

[r]INTERVIEWER: DO NOT READ RESPONSES UNLESS NEEDED AS PROMPTS.[n]

<1> FRIENDS INVOLVED; WANT TO MAKE NEW FRIENDS
<2> PARENTS/FAMILY WANTED ME TO JOIN
<3> TO HELP OTHER PEOPLE; CIVIC DUTY
<4> TO GET JOB TRAINING; LEARN SKILLS
<5> TO GET EDUCATION SCHOLARSHIP OR FINANCIAL INCENTIVES
<6> OTHER (SPECIFY BELOW) [goto I02G]
<-7> REFUSE
===> [GOTO I03A]

```
>I02G< [allow 40][no erase]
(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===>

>I03A< [allow 2]
What types of volunteer or community organizations were you involved
with in this work?
[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES, UNLESS NEEDED AS[n]
[r]PROMPTS OR FOR VERIFICATION.  THIS IS A "TOGGLE" QUESTION.[n]
[r]PROMPT WITH[n] "Any others?" [r]BEFORE EXITING WITH A 99.[n]

   [r]CODE ALL THAT APPLY:[n]
 <1> A YOUTH ORGANIZATION, SUCH AS LITTLE LEAGUE OR SCOUTS
 <2> SERVICE ORGANIZATIONS, SUCH AS ROTARY OR JUNIOR CHAMBER OF COMMERCE
 <3> POLITICAL CLUBS OR ORGANIZATIONS
 <4> CHURCH OR CHURCH-RELATED GROUPS (NOT COUNTING WORSHIP SERVICES)
 <5> COMMUNITY CENTERS, NEIGHBORHOOD IMPROVEMENT, OR SOCIAL-ACTION
      ASSOCIATIONS OR GROUPS
 <6> ORGANIZED VOLUNTEER GROUP IN A HOSPITAL OR NURSING HOME
 <7> EDUCATIONAL ORGANIZATIONS SUCH AS PTA
 <8> OTHER
[r]<99> ALL DONE[n]   [goto I03M]
===>

>I03N< [allow 1][no erase]
[IF I03A=99: IF ANY "YES" ANSWERS, GO TO I04A.
 ELSE IF I03A ^= 99, RETURN TO I03A UNTIL DONE (99 ENTERED)]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===> [goto I03A]

>I04A< [allow 2]
Are you currently doing any volunteer or community service work
[r]other than court ordered[n]?
 <1> YES
 <2> NO            [GOTO J001]
<-8> DON'T KNOW     [GOTO J001]
<-7> REFUSE        [GOTO J001]
===>

>I05A< [allow 2]
Approximately how many hours per week, [r]on the average[n], do you
perform volunteer or community service work?

HOURS PER WEEK:
<1-49>
<50>   50 OR MORE HOURS
<-8> DON'T KNOW   <-7> REFUSE
===>

>I05B< [allow 2][no erase]
[IF I05A <= 20, THEN GO TO J001]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT     [GOTO I05A]
===>
```

J. **Locator Information**

>J001< [allow 1]
[TIME STAMP ON THIS SCREEN]
We are almost finished, but we need to ask a few more questions to help us keep in touch with you for the third follow-up in about two years. This information will be kept strictly confidential, as we explained earlier.

ENTER <1> TO CONTINUE
===>

>J01A< [allow 2]
[IF PRELOAD INFO FOR 1ST CONTACT MISSING, GO TO J01E]
You previously told us that
[fill PRELOAD FIRST CONTACT NAME]
was someone who would always know how to get in touch with you.
Is this still correct?

<1> YES
<2> NO [GOTO J01E]
<-8> DON'T KNOW [GOTO J01E]
<-7> REFUSE [GOTO J01E]
===>

>J01C< [allow 2]
[COLLECT/VERIFY/UPDATE FIRST CONTACT INFORMATION IN USER EXIT (J01G)]
We would like to verify the name, address, and telephone number of this person.

[r]INTERVIEWER: VERIFY/UPDATE NAME (CHECK SPELLING), ADDRESS, AND[n]
[r]TELEPHONE NUMBER IN USER EXIT. SOME OR ALL OF THE INFORMATION[n]
[r]MAY BE FILLED IN AS PRELOADS; IF SO, VERIFY AS APPROPRIATE BY[n]
[r]ASKING IF EXISTING INFORMATION IS CORRECT. IF NO DATA OR ONLY[n]
[r]PARTIAL DATA EXISTS FOR A FIELD, ASK FOR COMPLETE DATA.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO J04A]
===> [goto J01G]

>J01E< [allow 2]
[COLLECT FIRST CONTACT INFORMATION IN USER EXIT]
Please tell me the name, address, and telephone number of a person
[r]other than your parent or guardian[n] (preferably a relative)
[r]who lives at an address different from yours[n] and who would
always know how to get in touch with you.

[r]INTERVIEWER: ENTER INFORMATION IN USER EXIT; BE SURE TO VERIFY[n]
[r]SPELLING OF NAME. PARTIAL INFORMATION MAY ALREADY EXIST; IF SO,[n]
[r]CHANGE AS APPROPRIATE.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO J04A]
===>

>J01G<
************ Name Address and Phone User Exit *************

```
               Name, Address, Phone Number User Exit Heading
          ╔═════════════════════════ NAME ═════════════════════════╗
          ║      (first)     (initial)          (last)             ║
          ╚════════════════════════════════════════════════════════╝
          ╔════════════════════════ ADDRESS ═══════════════════════╗
          ║                 (street address, line 1)               ║
          ║                                                        ║
          ║                 (street address, line 2)               ║
          ║                                                        ║
          ║           (city)            (state)  (zip code)        ║
          ╚════════════════════════════════════════════════════════╝
          ╔═════════════════════ PHONE NUMBER ═════════════════════╗
          ║                                                        ║
          ╚════════════════════════════════════════════════════════╝
Use arrow keys & TAB to move around.  Press F2 for help.  Press F10 when done.
     Press F3 for "don't know", F4 for "refuse", F5 for "no telephone".
************************************************************
```

>J02A< [allow 2]
[IF (J01A ^= YES (DIDN'T CONFIRM 1ST CONTACT NAME)) OR
(PRELOAD 1ST CONTACT RELATIONSHIP MISSING), THEN GO TO J02C]
You told us before that this person is your
[fill PRELOAD 1ST CONTACT RELATIONSHIP].
Is that correct?

<1> YES [GOTO J02E]
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J02C< [allow 2]
What is this person's relationship to you?

<1> MOTHER/FEMALE GUARDIAN
<2> FATHER/MALE GUARDIAN
<3> SISTER/BROTHER
<4> SPOUSE OR FORMER SPOUSE
<5> OTHER RELATIVE, INCLUDING IN-LAWS
<6> FRIEND
<7> EMPLOYER; OTHER
<-8> DON'T KNOW <-7> REFUSE
===>

>J02E< [allow 2]
[IF J02C NOT BLANK, STORE INFO IN RELATIONSHIP FIELD.
IF RELATIONSHIP=1, STORE 1ST CONTACT BLOCK IN MOTHER BLOCK, AND SET
INDICATOR TO REQUIRE 2ND CONTACT BLOCK;
ELSE IF RELATIONSHIP=2, STORE 1ST CONTACT BLOCK IN FATHER BLOCK, AND SET
INDICATOR TO REQUIRE 2ND CONTACT BLOCK;
ELSE IF RELATIONSHIP=4, SET INDICATOR TO REQUIRE 2ND CONTACT BLOCK.

```
 IF J01A=1 (SAME PERSON), SET J02E TO 1 AND GO TO J04A]
[r]INTERVIEWER: BASED ON ANY CONVERSATIONS AND PREVIOUS DATA[n]
[r]COLLECTION/CHANGES ABOUT THIS CONTACT PERSON, DOES IT APPEAR[n]
[r]THAT HE/SHE IS THE SAME PERSON OR A DIFFERENT PERSON FROM THE[n]
[r]PRELOAD PERSON?[n]   **** SEE HELP SCREEN FOR EXAMPLES. ****

 <1> DEFINITELY SAME PERSON
 <2> DEFINITELY TWO DIFFERENT PEOPLE
<-8> DON'T KNOW
===>

>J04A< [allow 2]
[IF (PRELOAD MOTHER DECEASED INDICATOR SET) OR (1ST CONTACT RELATIONSHIP=1),
 GO TO J05A]
We would like to verify information about your mother or female
guardian.  Is she living and in sufficiently good health for us to
contact her?

 <1> YES
 <2> NO                [GOTO J05A]
<-8> DON'T KNOW         [GOTO J05A]
<-7> REFUSE            [GOTO J05A]
===>

>J04C< [allow 2]
[COLLECT/VERIFY/UPDATE MOTHER/FEMALE GUARDIAN INFORMATION IN USER EXIT]
We would like to confirm the contact information about your mother/
female guardian [fill "based on what you told us before" IF PRELOAD AVAILABLE].

[r]INTERVIEWER: VERIFY/UPDATE MOTHER NAME (CHECK SPELLING), ADDRESS[n]
[r]AND TELEPHONE NUMBER IN USER EXIT.  SOME/ALL OF THE INFORMATION[n]
[r]MAY BE FILLED IN AS PRELOADS; IF SO, VERIFY AS APPROPRIATE BY[n]
[r]ASKING IF EXISTING INFORMATION IS CORRECT.  IF NO DATA OR ONLY[n]
[r]PARTIAL DATA EXISTS FOR A FIELD, ASK FOR COMPLETE DATA.[n]

 <1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS   [GOTO J05A]
===>
************ Name Address and Phone User Exit (See J01G) *************
*********************************************************************

>J05A< [allow 2]
[IF PRELOAD FATHER DECEASED INDICATOR SET:
  IF MOTHER DECEASED INDICATOR SET OR MOTHER INFORMATION REFUSED, SET INDICATOR
  REQUIRING 2ND CONTACT INFORMATION TO BE COLLECTED, AND GO TO J06.
 ELSE IF 1ST CONTACT RELATIONSHIP=2, GO TO J06]
We would like to verify information about your father or male
guardian.  Is he living and in sufficiently good health for us to
contact him?

 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J05C< [allow 2]
[IF J05A ^= YES:
```

IF FATHER DECEASED INDICATOR SET (J05A=1):
IF MOTHER DECEASED INDICATOR SET OR MOTHER INFORMATION REFUSED, SET INDICATOR REQUIRING 2ND CONTACT INFORMATION TO BE COLLECTED, AND GO TO J06.
ELSE IF J05A=YES AND ((J04A ^=1) OR (J04C = -7)), THEN GO TO J05E]
Is the address for your father/male guardian the same as that you just
gave us for your mother/female guardian?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J05E< [allow 2]
[IF J05C=YES, STORE MOTHER'S ADDRESS INFORMATION IN FATHER BLOCK AND COLLECT/
VERIFY/UPDATE ONLY FATHER NAME INFORMATION IN USER EXIT; ELSE, COLLECT/VERIFY/
UPDATE ALL FATHER INFORMATION IN USER EXIT]
We would like to confirm the contact information about your father/
male guardian [fill "based on what you told us before" IF PRELOAD AVAILABLE].

[r]INTERVIEWER: VERIFY/UPDATE FATHER NAME (CHECK SPELLING), ADDRESS[n]
[r]AND TELEPHONE NUMBER IN USER EXIT. SOME/ALL OF THE INFORMATION[n]
[r]MAY BE FILLED IN AS PRELOADS; IF SO, VERIFY AS APPROPRIATE BY[n]
[r]ASKING IF EXISTING INFORMATION IS CORRECT. IF NO DATA OR ONLY[n]
[r]PARTIAL DATA EXISTS FOR A FIELD, ASK FOR COMPLETE DATA.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO J06]
===>
************ Name Address and Phone User Exit (See J01G) *************
****

>J06<
[LOGIC ONLY:
IF NO PRELOAD 2ND CONTACT INFORMATION:
IF NO 2ND CONTACT INFORMATION REQUIRED, GO TO J08A, ELSE GO TO J06G]

>J06A< [allow 2]
[IF J02E=1 (1ST CONTACT SAME AS PRELOAD), GO TO J06D;
[r]INTERVIEWER: EARLIER IN THIS SECTION, R. IDENTIFIED[n]
[r][fill 1ST CONTACT NAME], HIS/HER[n]
[r][fill 1ST CONTACT RELATIONSHIP], AS A CONTACT PERSON.[n]
[r]IN THE LAST STUDY THIS R. ALSO IDENTIFIED A 2ND CONTACT PERSON,[n]
[r][fill PRELOAD 2ND CONTACT NAME], HIS/HER[n]
[r][fill PRELOAD 2ND CONTACT RELATIONSHIP]. BASED ON THIS[n]
[r]INFORMATION AND CONVERSATIONS WITH R. SO FAR, PLEASE INDICATE[n]
[r]BELOW WHETHER YOU THINK THAT THESE ARE THE SAME PEOPLE.[n]

**** SEE HELP SCREEN FOR EXAMPLES ****

<1> DEFINITELY SAME PERSON [GOTO J06G]
<2> DEFINITELY TWO DIFFERENT PEOPLE
<-8> DON'T KNOW
===>

>J06D< [allow 2]
[COLLECT/VERIFY/UPDATE 2ND CONTACT INFORMATION IN USER EXIT]
When we last spoke, you also said that
[fill PRELOAD 2ND CONTACT NAME] was another
person who would always know how to get in touch with you. We would
now like to verify our locator information about this person [r]or[n]
collect information about another friend or relative [r]who lives[n]
[r]at an address different from you[n] and who would be more likely to
know how to reach you.
[r]INTERVIEWER: VERIFY/UPDATE NAME (CHECK SPELLING), ADDRESS AND[n]
[r]PHONE NUMBER IN USER EXIT. SOME/ALL OF THE INFORMATION MAY BE[n]
[r]PRELOADED; IF SO, VERIFY AS APPROPRIATE BY ASKING IF EXISTING[n]
[r]INFORMATION IS CORRECT. IF NO DATA OR ONLY PARTIAL DATA EXISTS[n]
[r]FOR A FIELD, ASK FOR COMPLETE DATA. IF R. SUGGESTS THAT THIS IS[n]
[r]THE SAME PERSON AS ANOTHER IDENTIFIED EARLIER IN THE INTERVIEW[n]
[r]OR IS NO LONGER AN APPROPRIATE CONTACT, COLLECT INFORMATION ON A[n]
[r]NEW "SECOND" CONTACT PERSON IN THE USER EXIT![n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO J08A]
===> [goto J06H]

>J06G< [allow 2]
[CLEAR OUT ANY PRELOAD 2ND CONTACT INFORMATION IF PRESENT;
IF 2ND CONTACT INFORMATION NOT REQUIRED, GO TO J08A;
ELSE COLLECT 2ND CONTACT INFORMATION IN USER EXIT]
Please give me the name, address, and telephone number of one other
friend or relative [r]who lives at an address different from yours[n]
and will probably know where you will be in two years.

[r]INTERVIEWER: COLLECT INFORMATION IN USER EXIT. SOME INFORMATION[n]
[r]MAY ALREADY BE PRESENT, BUT IT IS NOT APPLICABLE AND SHOULD BE[n]
[r]OVERWRITTEN.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO J08A]
===>

>J06H<
************ Name Address and Phone User Exit (See J01G) *************
****

>J07A< [allow 2]
[IF NO PRELOAD 2ND CONTACT RELATIONSHIP, GO TO J07C]
You told us before that this person is your
[fill PRELOAD 2ND CONTACT RELATIONSHIP].
Is that correct?

<1> YES [GOTO J08A]
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

```
>J07C< [allow 2]
What is this person's relationship to you?

 <3> SISTER/BROTHER
 <4> SPOUSE OR FORMER SPOUSE
 <5> OTHER RELATIVE, INCLUDING IN-LAWS
 <6> FRIEND
 <7> EMPLOYER; OTHER
<-8> DON'T KNOW   <-7> REFUSE
===>
[STORE J07C IN 2ND CONTACT RELATIONSHIP BLOCK]

>J08A< [allow 2]
Is the number you are speaking from the phone number where you
currently live?

[r]INTERVIEWER: WHAT WE ARE LOOKING FOR HERE IS WHETHER THIS IS THE[n]
[r]"CURRENT ADDRESS" TELEPHONE NUMBER.  IF THIS IS OBVIOUS OR[n]
[r]DETERMINED FROM CONTEXT OF PRIOR DISCUSSIONS, FILL IN WITHOUT[n]
[r]ASKING OR POSE QUESTION AS A VERIFICATION.[n]


[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>

>J08B< [allow 2]
[IF CASE NOT A CALL-IN (IR1^=1), STORE CURRENT PHONE # IN J08E/J08F, AND
 GO TO J08H; ELSE COLLECT PHONE # FOR CALL-IN IN USER EXIT AND STORE IN
 J08E/J08F]
What is the area code and number of the telephone you are now using?

[r]INTERVIEWER: ENTER THIS INFORMATION IN THE USER EXIT[n]

 <1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS  [GOTO J08H]
===>
************ Name Address and Phone User Exit (See J01G) *************
**********************************************************************

>J08H< [allow 40]
[IF J08A=1, GO TO J08J]
Who does the telephone from which you are speaking belong to?

[r]INTERVIEWER: FILL IN ALPHA BELOW.  WE WANT NAME (IF APPLICABLE)[n]
[r]WITH SPELLING VERIFIED, AS WELL AS AN INDICATION OF RELATIONSHIP[n]
[r](E.G., FRIEND, RELATIVE, NEIGHBOR, WORK).[n]
(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===>

>J08J< [allow 2]
[IF J08A=1, STORE CURRENT PHONE # IN LOCAL ADDRESS BLOCK, AND COLLECT/VERIFY/
 UPDATE RESPONDENT NAME/LOCAL ADDRESS INFORMATION IN USER EXIT; ELSE, COLLECT/
 VERIFY/UPDATE RESPONDENT NAME/LOC ADDR AND LOC PHONE IN USER EXIT]
We would now like to verify the exact spelling of your name and your
current address [fill "and phone number" IF J08A^=1].
```

[r]INTERVIEWER: VERIFY/UPDATE NAME (CHECK SPELLING), ADDRESS AND[n]
[r]PHONE NUMBER (IF REQUIRED) IN USER EXIT. IN ALMOST ALL CASES,[n]
[r]EXISTING INFORMATION WILL BE PRELOADED; IF SO, VERIFY AS[n]
[r]APPROPRIATE BY ASKING IF EXISTING INFORMATION IS CORRECT. IF NO[n]
[r]DATA OR PARTIAL DATA EXISTS FOR A FIELD, ASK FOR COMPLETE DATA.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO J09C]
===>
************ Name Address and Phone User Exit (See J01G) *************
****

>J08L< [allow 2]
Do you think it is likely that you will be at this address in two
years?

[r]INTERVIEWER: IF THIS IS OBVIOUS OR DETERMINED FROM CONTEXT OF[n]
[r]PRIOR DISCUSSIONS, FILL IN WITHOUT ASKING OR POSE QUESTION AS A[n]
[r]VERIFICATION. (E.G., IF R. HAS INDICATED THAT HE/SHE IS TAKING[n]
[r]A JOB IN ANOTHER PART OF THE COUNTRY OR LIVING IN SCHOOL-[n]
[r]PROVIDED HOUSING BUT FINISHING SCHOOL WITHIN A YEAR, IT IS[n]
[r]FAIRLY OBVIOUS THAT HE/SHE WILL NOT BE THERE IN TWO YEARS.)[n]

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J09A< [allow 2]
Is your current address also your permanent address?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J09C< [allow 2]
[IF J09A=YES, STORE LOCAL PHONE/ADDR INFO IN PERMANENT PHONE/ADDR BLOCK, AND
GO TO J10A]
Is your permanent address and telephone number the same as an address
and phone number you have given us so far in this interview?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J09E< [allow 2]
[IF J09C ^= 1, GOTO J09H]
Which of the addresses that you have already given us is your
permanent address?
[r]INTERVIEWER: DON'T READ OPTIONS UNLESS NEEDED AS PROMPTS. CHOICES
(4) AND (5) ARE FILLS OF 1ST AND 2ND CONTACT NAMES; IF BLANK, IGNORE
CHOICE. CHOICES (6) AND (7) ARE ESCAPES, IF YOU REACHED SCREEN IN

```
ERROR.[n] DON'T ENTER CHOICE FOR WHICH R. GAVE INCOMPLETE INFORMATION
(INCLUDING DEAD MOM OR DAD); IN SUCH CASES, ENTER "NONE" INSTEAD.

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> MOTHER'S/FEMALE GUARDIAN'S
 <2> FATHER'S/MALE GUARDIAN'S
 <3> CURRENT ADDRESS
 <4> [fill 1ST CONTACT NAME]
 <5> [fill 2ND CONTACT NAME]
 <6> HAVE NO PERMANENT ADDRESS
 <7> PERMANENT ADDRESS DIFFERENT FROM ANY OF ABOVE
<-7> REFUSE            [GOTO J10A]
===>
[IF J09E=1, STORE MOTHER INFO IN PERMANENT ADDR BLOCK AND GO TO J10A;
 ELSE IF J09E=2, STORE FATHER INFO IN PERMANENT ADDR BLOCK AND GO TO J10A;
 ELSE IF J09E=3, STORE LOCAL INFO IN PERMANENT ADDR BLOCK AND GO TO J10A;
 ELSE IF J09E=4, STORE 1ST CONTACT INFO IN PERMANENT ADDR BLOCK AND GO TO J10A;
 ELSE IF J09E=5, STORE 2ND CONTACT INFO IN PERMANENT ADDR BLOCK AND GO TO J10A;
 ELSE IF J09E=6, CLEAR PERMANENT ADDR BLOCK AND GO TO J10A;
 ELSE IF J09E=7, COLLECT ADDR INFO IN USER EXIT]

>J09H< [allow 2]
[COLLECT/UPDATE/VERIFY PERMANENT PHONE # AND ADDRESS INFO IN USER EXIT]
We would now like to verify your permanent address and telephone
number.

[r]INTERVIEWER: SOME OR ALL OF THE ADDRESS AND TELEPHONE DATA MAY[n]
[r]BE FILLED IN AS PRELOADS; IF SO, VERIFY AS APPROPRIATE BY ASKING[n]
[r]IF EXISTING INFORMATION IS CORRECT. IF NO DATA EXISTS FOR A[n]
[r]FIELD OR YOU HAVE ONLY A PARTIAL ANSWER, ASK FOR COMPLETE DATA.[n]

 <1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS   [GOTO J10A]
===>
************ Name Address and Phone User Exit (See J01G) *************
*******************************************************************

>J10A< [allow 2]
[IF NO PRELOAD NICKNAME, GO TO J10C]
When we last spoke, you told us that you were also known as
[fill PRELOAD NICKNAME] by your friends, relatives,
or neighbors. Is there some other name you are known by now?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS[n]
[r]PROMPTS; BUT BE SURE TO DISTINGUISH BETWEEN THE TWO TYPES OF[n]
[r]"NO" RESPONSES.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES, HAVE NEW/DIFFERENT NICKNAME/MAIDEN NAME   [goto J10E]
 <2> NO, SAME NICKNAME OR MAIDEN NAME               [goto J11A]
 <3> NO, NO NICKNAME OR MAIDEN NAME NOW
<-7> REFUSE                                   [goto J11A]
===>
[IF J10A=3, CLEAR NICKNAME AND GO TO J11A]

>J10C< [allow 2]
Do your friends, relatives, or neighbors know you by any name other
than your legal name, for example a nickname or maiden name?
```

```
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO          [GOTO J11A]
<-7> REFUSE      [GOTO J11A]
===>

>J10E< [allow 30]
What other name are you known by?

[r]INTERVIEWER: IF MORE THAN ONE OTHER NAME, ASK FOR MOST WIDELY[n]
[r]USED OTHER NAME.  ALSO VERIFY SPELLING OF NAME.[n]

(SPECIFY BELOW ... UP TO 30 CHARACTERS)
===>
[STORE NICKNAME IN APPROPRIATE VARIABLE]

>J11A< [allow 2]
[IF 2/93 STATUS NOT MARRIED (E01X ^=2), THEN GO TO J12A;
 ELSE IF 1ST OR 2ND CONTACT BLOCK CONTAINED SPOUSE (RELATIONSHIP=4),
 STORE SPOUSE NAME IN APPROPRIATE LOCATION AND GO TO J12A;
 ELSE COLLECT/VERIFY/UPDATE SPOUSE NAME IN USER EXIT]
We would like to verify the correct spelling of your spouse's name.

[r]INTERVIEWER: SOME OR ALL OF THE HUSBAND'S OR WIFE'S NAME MAY[n]
[r]BE FILLED IN AS PRELOADS; IF SO, VERIFY AS APPROPRIATE BY ASKING[n]
[r]IF EXISTING INFORMATION IS CORRECT.  IF NO DATA EXISTS FOR A[n]
[r]FIELD OR YOU HAVE ONLY A PARTIAL ANSWER, ASK FOR COMPLETE DATA.[n]

 <1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS    [GOTO J12A]
===>
************ Name Address and Phone User Exit (See J01G) *************
*********************************************************************

>J12A< [allow 2]
[IF NO PRELOAD SOCIAL SECURITY NUMBER, GO TO J12C]
When we last spoke, you told us your Social Security Number was
[fill PRELOAD SSN].  Is that still correct?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES         [GOTO J13A]
 <2> NO
<-7> REFUSE      [GOTO J13A]
===>

>J12C< [allow 9]
What is your Social Security Number?

[r]INTERVIEWER: IF R. CLAIMS NOT TO KNOW THIS, ASK HIM/HER TO[n]
[r]PLEASE GET THE SS CARD AND READ YOU THE NUMBER.  VERIFY NUMBER[n]
[r]WITH RESPONDENT AFTER ENTERING![n]

<001000000-728999999> ENTER RESPONDENT'S 9-DIGIT SOCIAL SECURITY NUMBER
<-1> NO SOCIAL SECURITY NUMBER
<-7> REFUSE
<-8> DON'T KNOW
===>
```

>J13A< [allow 2]
[IF PRELOAD STATE ISSUING DRIVER'S LICENSE NOT AVAILABLE, GO TO J13B]
When we last spoke, you told us that your drivers' license was issued
in [fill PRELOAD STATE OF LICENSE]. Is that still correct?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS[n]
[r]PROMPTS; BUT BE SURE TO DISTINGUISH BETWEEN THE TWO "NO"[n]
[r]RESPONSES. REMEMBER THAT "FC" MEANS FOREIGN COUNTRY.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES [goto J13G]
<2> NO, ISSUED IN A DIFFERENT STATE OR COUNTRY
<3> NO, NO LONGER HAVE DRIVER'S LICENSE [goto K001]
<-7> REFUSE [goto K001]
===> [goto J13C]

>J13B< [allow 2]
Do you currently have a drivers' license?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO [GOTO K001]
<-7> REFUSE [GOTO K001]
===>

>J13C< [allow 2]
[COLLECT STATE OF DRIVER'S LICENSE IN USER EXIT]
In what state was your drivers' license issued?

[r]INTERVIEWER: ENTER STATE IN USER EXIT; REMEMBER THAT "FC" IS[n]
[r]USED FOR FOREIGN COUNTRY.[n]

<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS [GOTO K001]
===>

**************** Driver's License State User Exit **************

```
 Enter 2-letter state abbreviation:

   NC

┌──────────────────────── Select driver's license state: ═══════════════════════┐
│  AL Alabama                 LA Louisiana               OR Oregon                │
│  AK Alaska                  ME Maine                   PW Palau Island          │
│  AS American Samoa          MH Marshall Islands        PA Pennsylvania          │
│  AZ Arizona                 MD Maryland                PR Puerto Rico           │
│  AR Arkansas                MA Massachusetts           RI Rhode Island          │
│  CA California              MX Mexico                  SC South Carolina        │
│  CN Canada                  MI Michigan                SD South Dakota          │
│  CO Colorado                MN Minnesota               TN Tennessee             │
│  CT Connecticut             MS Mississippi             TX Texas                 │
│  DC District of Columbia    MO Missouri                UT Utah                  │
│  DE Delaware                MT Montana                 VT Vermont               │
│  FL Florida                 NE Nebraska                VI Virgin Islands        │
│  FM Fed St of Micronesia    NV Nevada                  VA Virginia              │
│  GA Georgia                 NH New Hampshire           WA Washington            │
│  GU Guam                    NJ New Jersey              WV West Virginia         │
│  HI Hawaii                  NM New Mexico              WI Wisconsin             │
│  ID Idaho                   NY New York                WY Wyoming               │
│  IL Illinois                NC North Carolina          FC Foreign Country Code  │
│  IN Indiana                 ND North Dakota            DK Don't know            │
│  IA Iowa                    MP North Mariana Island    RE Refused               │
│  KS Kansas                  OH Ohio                                             │
│  KY Kentucky                OK Oklahoma                                         │
└─────────────────────────────────────────────────────────────────────────────────┘
    Use arrow keys to highlight desired item, then press ENTER to select it.
```

****

>J13G< [allow 2]
[IF NO PRELOAD DRIVER'S LICENSE #, GO TO J13I]
When we last spoke, you told us that your drivers' license number was
[fill PRELOAD DRIVER'S LICENSE #]. Is that number still correct?

[r]INTERVIEWER: IF R. CLAIMS NOT TO KNOW WHETHER OR NOT CORRECT,[n]
[r]ASK HIM/HER TO PLEASE GET THE LICENSE AND VERIFY THE NUMBER.[n]
[r]VERIFY NUMBER CAREFULLY!!![n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES [GOTO K001]
<2> NO
<-7> REFUSE [GOTO K001]
===>

>J13I< [allow 20]
May I have your drivers' license number?

[r]INTERVIEWER: IF R. CLAIMS NOT TO KNOW THIS, ASK HIM/HER TO[n]
[r]PLEASE GET THE LICENSE AND READ THE NUMBER TO YOU. BE SURE TO[n]
[r]VERIFY NUMBER YOU HAVE ENTERED.[n]

(SPECIFY BELOW ... UP TO 20 CHARACTERS)
===>
[STORE J13I IN DRIVER'S LICENSE # VARIABLE]

RELIABILITY REINTERVIEW
BPS:90/94 Field test Facsimile Questionnaire

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>A001< [allow 1]
Hello, my name is (interviewer's name). I'm calling from Research Triangie Institute for the U.S. Department of Education. Recently, you answered some survey questions as part of the Beginning Postsecondary Study, and we'd like to ask you some of the questions again to check our procedures and our work.

Again, participation is voluntary and information will be kept confidential. This interview will be shorter than the first, and should take no more than 15 minutes.

(If you have any questions about the survey, you can call our Project Staff, Jennifer McNeill or Dan Pratt toll free at 1-800-334-8571.)
ENTER <1> TO CONTINUE
===>

>B001< [allow 1]
The first few questions are about your educational experiences in the 1991-1992 and the 1992-1993 school years. We are interested in schools you attended for credit toward a certificate, license, diploma, or other formal award during that time.
ENTER <1> TO CONTINUE
===>

>B30A< [allow 2]
The only school you reported attending as an undergraduate between 1 July 1991 and 30 June 1992 was
[fill NAME OF APPLICABLE SCHOOL].
Do you consider this school to be a principal school in your undergraduate postsecondary education?

[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]
<1> YES
<2> NO
===> [goto B31A]

>B30D< [allow 2]
You reported attending [fill # OF 91/92 SCHOOLS] schools as an undergraduate between 1 July 1991 and 30 June 1992. Which (if any) of these schools do you consider the principal school in your undergraduate postsecondary education that year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]

<1> [fill NPSAS SCHOOL, IF ATTENDED IN 1991-92 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED IN 1991-92 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED IN 1991-92 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED IN 1991-92 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED IN 1991-92 YEAR]
<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED IN 1991-92 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED IN 1991-92 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED IN 1991-92 YEAR]
<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED IN 1991-92 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED IN 1991-92 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED IN 1991-92 YEAR]
<12> NONE OF THE SCHOOLS WERE PRINCIPAL

===>

>B31A< [allow 2]
The only school you reported attending as an undergraduate between
1 July 1992 and the present was
[fill NAME OF APPLICABLE SCHOOL].
Do you consider this school to be a principal school in your
undergraduate postsecondary education?

[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===> [goto B33A]

>B31D< [allow 2]
You reported attending [fill # OF 92/93 SCHOOLS] schools as an undergraduate between
1 July 1992 and the present. Which (if any) of these schools do you
consider the principal school in your undergraduate postsecondary
education this school year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN
BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]

<1> [fill NPSAS SCHOOL, IF ATTENDED IN 1992-93 YEAR]
<2> [fill PRELOAD SCHOOL 2 NAME, IF ATTENDED IN 1992-93 YEAR]
<3> [fill PRELOAD SCHOOL 3 NAME, IF ATTENDED IN 1992-93 YEAR]
<4> [fill PRELOAD SCHOOL 4 NAME, IF ATTENDED IN 1992-93 YEAR]
<5> [fill PRELOAD SCHOOL 5 NAME, IF ATTENDED IN 1992-93 YEAR]
<6> [fill NEW SCHOOL 1 NAME, IF ATTENDED IN 1992-93 YEAR]
<7> [fill NEW SCHOOL 2 NAME, IF ATTENDED IN 1992-93 YEAR]
<8> [fill NEW SCHOOL 3 NAME, IF ATTENDED IN 1992-93 YEAR]
<9> [fill NEW SCHOOL 4 NAME, IF ATTENDED IN 1992-93 YEAR]
<10> [fill NEW SCHOOL 5 NAME, IF ATTENDED IN 1992-93 YEAR]
<11> [fill NEW SCHOOL 6 NAME, IF ATTENDED IN 1992-93 YEAR]
<12> NONE OF THE SCHOOLS WERE PRINCIPAL
===>

>B33A< [allow 2]
I am now going to ask you about your satisfaction with certain
features of your [r]undergraduate[n] educational experiences, since
1 July 1991, at [fill NAME OF PRINCIPAL UNDERGRAD SCHOOL].
Please indicate for each feature I read whether you were:
Very dissatisfied,
Somewhat dissatisfied,
Somewhat satisfied,
Very satisfied,
[r]INTERVIEWER: FEATURES ARE ON NEXT SCREEN. READ EACH HIGHLIGHTED
FEATURE AND ENTER APPLICABLE RESPONSE. AFTER A VALID ENTRY, THE NEXT
APPLICABLE FEATURE WILL BE HIGHLIGHTED. TO CHANGE ANSWER ENTER 20.
WHEN DONE, ENTER 99. "DK" AND "RE" ALLOWED.[n]

<1> ENTER 1 TO CONTINUE
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

```
>B33D< [allow 2]
(As an undergraduate at [fill NAME OF PRINCIPAL UNDERGRAD SCHOOL],
since 1 July 1991) how satisfied were you with ..

a. The ability of most of your teachers
b. Your social life
c. Your intellectual growth
d. The financial cost of attending
e. The prestige of the school.

<1> VERY DISSATISFIED
<2> SOMEWHAT DISSATISFIED
<3> SOMEWHAT SATISFIED
<4> VERY SATISFIED
<-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto B33F]
===>

>B33F< [allow 2][no erase]
   Change answer to which line: <a><b><c><d><e>
===>

>B33H< [allow 1][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto B33D]

>B33I< [allow 2][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto B33D]

>B33K< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto B33D]

>B39A< [allow 2]

Considering all postsecondary institutions you have attended, what
types of grades have you received as an undergraduate?  (i.e., What is
your cumulative undergraduate grade point average over all schools
you have attended?)

[r]INTERVIEWER: DON'T READ RESPONSE OPTIONS UNLESS NEEDED AS PROMPTS
OR FOR CLARIFICATION.[n]

 <1> MOSTLY A'S (3.75-4.00 GRADE POINT AVERAGE ON 4.00 SCALE)
 <2> A'S AND B'S (3.25-3.74 GRADE POINT AVERAGE)
 <3> MOSTLY B'S (2.75-3.24 GRADE POINT AVERAGE)
 <4> B'S AND C'S (2.25-2.74 GRADE POINT AVERAGE)
 <5> MOSTLY C'S (1.75-2.24 GRADE POINT AVERAGE)
 <6> C'S AND D'S (1.25-1.74 GRADE POINT AVERAGE)
 <7> MOSTLY D'S OR BELOW (LESS THAN 1.25 GRADE POINT AVERAGE)
 <8> OTHER (E.G., NON-GRADED, PASS/FAIL)
<-8> DON'T KNOW
<-7> REFUSE
===>
```

>B40A< [allow 2]
[r]Considering all practical constraints[n], what is the highest level of education you [r]ever expect[n] to complete?

POSTSECONDARY VOCATIONAL:
<3> LESS THAN 1 YR OF OCCUPATIONAL/TRADE/TECHNICAL OR BUSINESS SCHOOL
<4> 1 BUT LESS THAN 2 YRS OF OCCUPATIONAL/TRADE/TECHNICAL/BUSINESS SCHOOL
<5> 2 YEARS OR MORE OF OCCUPATIONAL/TRADE/BUSINESS SCHOOL
POSTSECONDARY ACADEMIC:
<6> LESS THAN 2 YEARS OF COLLEGE
<7> 2 OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE)
<8> COMPLETE BACHELOR'S DEGREE (4 OR 5 YEAR DEGREE)
<9> MASTER'S DEGREE OR EQUIVALENT
<10> MD/DDS/LLB/OTHER ADVANCED PROFESSIONAL DEGREE (*SEE HELP SCREEN)
<11> DOCTORATE DEGREE (E.G., Ph.D., Ed.D., D.B.A.)
<-8> DON'T KNOW
<-7> REFUSE
===>

>C001< [allow 1]
The next few questions are about any jobs you may have held since 1 February 1991 (regardless of when the job was started). If you left a job and sometime later went back to the same job, count that as two jobs for our purposes. We want you to consider [r]any job you held for pay[n], including summer jobs, work-study jobs, apprenticeships, and co-ops.

ENTER <1> TO CONTINUE
===>

>C01A< [allow 2]
Have you held any full-time or part-time job for pay (including co-ops, college work study, summer jobs, National Guard, military service or military reserve) at any time since 1 February 1991?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C01C< [allow 2]
For each job you held since 1 February 1991, please tell us:
a. Who your employer was,
b. What month and year you started the job,
c. What month and year you ended the job (if applicable), and
d. Whether the job was full- or part-time.

[r]INTERVIEWER: NOTE THAT YOU WILL ALSO DETERMINE "PRINCIPAL JOB" FOR 1991 AND 1992 WHILE YOU ARE IN THE USER EXIT.[n]
[r]INTERVIEWER: ENTER DATA IN USER EXIT. BE SURE TO GET ALL JOBS SINCE FEBRUARY, 1991 WHILE IN USER EXIT, BECAUSE ONCE YOU LEAVE THE USER EXIT, YOU WILL BE PERMANENTLY "LOCKED OUT" FROM ADDING JOBS OR JOB DATES.[n]
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===> [goto C01G]

>C01E< [allow 2]
You told us that in 1991 you had worked for
[fill 1ST PRELOAD EMPLOYER NAME] [fill "and" IF APPLICABLE]
[fill 2ND PRELOAD EMPLOYER NAME IF APPLICABLE]
We would like to verify some information about the(se) job(s) and find out about any additional full- or part-time jobs, for pay, you have held since 1 February 1991 (including co-ops, college work study, summer jobs, National Guard, or military reserve). For each new job please tell us:

a. Who your employer was,
b. What month and year you started the job,
c. What month and year you ended the job (if applicable), and
d. Whether the job was full- or part-time.

[r]INTERVIEWER: ENTER DATA AND DETERMINE PRINCIPAL JOBS IN UX. VERIFY END DATES ON PRELOADS. END DATES FOR "CURRENT" PRELOAD JOBS WILL BE BLANK. BE SURE TO GET ALL JOBS WHILE IN USER EXIT, BECAUSE ONCE YOU LEAVE IT, YOU'LL BE PERMANENTLY LOCKED OUT FROM ADDING JOBS OR DATES.
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

>C02A< [allow 2]
Since you were employed before your last reported term in school, how did you view your primary role in relation to education and work?

[r]INTERVIEWER: READ ALL CHOICES BEFORE RECORDING RESPONSE! WE MUST HAVE A RESPONSE TO THIS QUESTION, SO FORCE A CHOICE.[n]

<1> a student who works to help pay expenses while in school/college
<2> a student who works to earn extra spending money while in school/college
<3> an employee who attends school/college to gain skills necessary for job advancement
<4> an employee who attends school to expand new career possibilities
<5> an employee who attends school to expand personal knowledge/skills not related to employment
<-7> REFUSE
===>

>C50A< [allow 2]
In your interview a few weeks ago, you told us that in 1992 your principal job was with [fill PRINCIPAL JOB EMPLOYER NAME FOR 1992]. What kind of company or organization was this?

[r]INTERVIEWER: READ ALTERNATIVES AND FORCE A CHOICE, EVEN "OTHER". "DK" IS NOT APPROPRIATE HERE.[n]
<1> PRIVATE FOR-PROFIT
<2> PRIVATE NOT-FOR-PROFIT OR NON-PROFIT
<3> LOCAL GOVERNMENT
<4> STATE GOVERNMENT
<5> FEDERAL GOVERNMENT
<6> SELF-EMPLOYED IN YOUR OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (NOT INCORPORATED)
<7> SELF-EMPLOYED IN YOUR OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (INCORPORATED)
<8> OTHER
<-8> DON'T KNOW
<-7> REFUSE

```
===>

>C50B< [allow 35][no erase]
[if C50A ne <8> goto C51A]

(SPECIFY BELOW ... UP TO 35 CHARACTERS)
===>

>C51A< [allow 2]
How closely was your 1992 [fill "new" IF APPLICABLE] job with
[fill PRINCIPAL JOB EMPLOYER NAME FOR 1992]
related to your major field of postsecondary study?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS PROBES
OR FOR CLARIFICATION. PROBE FOR HOW CLOSELY IF R. DOES NOT VOLUNTEER A
CODEABLE ANSWER IN HIS/HER OPEN-ENDED RESPONSE.[n]
 <1> CLOSELY RELATED
 <2> SOMEWHAT RELATED
 <3> NOT RELATED
<-7> REFUSE
===>

>C51C< [allow 2]
Please tell me which of the following statements (which I will read to
you) apply to your 1992 [fill "new" IF APPLICABLE] job
with [fill PRINCIPAL JOB EMPLOYER NAME FOR 1992].
[r]INTERVIEWER:  READ EACH LINE AND "TOGGLE" TO "YES" IF IT APPLIES[n]

    [r]CODE ALL THAT APPLY:[n]
 <1> I was able to apply most of what I learned in school
 <2> The job was different from my education/training
 <3> I did not use tools/equipment/skills I was trained to use
 <4> I could have gotten this job without my training/education
[r]<99> ALL DONE[n]
===>

>C53B< [allow 2]
What were the primary things you did to find this 1992 job with
[fill PRINCIPAL JOB EMPLOYER NAME FOR 1992]?
[r]INTERVIEWER: DON'T READ OPTS. UNLESS NEEDED AS PROMPTS.  TOGGLE.[n]
 <1> SENT OUT RESUMES
 <2> WENT TO CAMPUS JOB PLACEMENT OFFICE
 <3> LOOKED THROUGH WANT ADS
 <4> ASKED FAMILY OR FRIENDS
 <5> INTERVIEWED TO DETERMINE OPPORTUNITIES
 <6> ASKED PROFESSORS
 <7> ATTENDED RECRUITING FAIRS
 <8> DID VOLUNTEER WORK IN FIELD
 <9> LOOKED AT JOB BOARDS IN UNEMPLOYMENT OFFICE
<10> CONTACTED EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER
<11> PLACED WANT AD
<12> GOT TRADE JOURNALS; ATTENDED PROFESSIONAL MEETINGS
<13> [fill "OTHER, SPECIFY TEXT IF AVAILABLE]
<14> DID NOTHING
[r]<99> ALL DONE[n]
===>
```

>C53E< [allow 40][no erase]
(SPECIFY BELOW ... UP TO 40 CHARACTERS)
===> [goto C53B]

>C53G< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]

ENTER <1> TO CONTINUE
===> [goto C53B]

>C54A< [allow 2]
Was additional education or training required for advancement in your
1992 [fill "new" IF APPLICABLE] job with [fill PRINCIPAL JOB EMPLOYER NAME FOR 1992]?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C66A< [allow 2]
During the entire time, [r]since February 19[fill "1989 IF NO BPS:92 JOB INFORMATION, ELSE "1991"][n],
while you worked for [fill CURRENT YEAR PRIMARY JOB EMPLOYER NAME],
did you participate in any education/training program [r]provided[n]
by them (other than routine on-the-job training)?
("Employer-provided education/training includes not only training
[r]conducted by the employer[n] but also training [r]paid for[n] by
the employer (such as tuition for courses at a local school); or
[r]arranged by the employer[n] (such as bringing in an outside agent,
union, or private training firm; or sending employee for a course
conducted at some other location).)
[r]INTERVIEWER: THIS INCLUDES MILITARY SCHOOLS. IT DOES NOT INCLUDE
HELP TOWARD REGULAR COLLEGE DEGREES.[n]

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C68A< [allow 2]
How satisfied were you with your latest or last job with
[fill MOST RECENT PRIMARY JOB]
in the following areas (that I will read to you)?
[r]INTERVIEWER: READ HIGHLIGHTED RESPONSE OPTION AND ENTER APPROPRIATE RESPONSE.
TREAT "DK" AS "NO OPINION."[n]

a. Pay and fringe benefits
b. Opportunity for promotion
c. Job security and permanence
d. Opportunity for further education
e. Importance of work
f. Difficulty and challenge of work
g. Overall satisfaction with job

<1> SATISFIED <2> NEUTRAL OR NO OPINION <3> DISSATISFIED <-7> REFUSE
[r]<99> ALL DONE[n] [goto C68G] [r] <20> CHANGE ANSWER [n] [goto C68C]
===>

>C68C< [allow 2][no erase]

CHANGE ANSWER TO WHICH LINE: <a><b><c><d><e><f><g>
===>

>C68E< [allow 2][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto C68A]

>C68F< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto C68A]

>C68H< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto C68A]

>C90A< [allow 2]
Five years from now (spring of 1998), do you intend to be working
[r]for pay[n], either full-time or part-time? If you are not sure of
the answer, please give your best estimate.

[r]INTERVIEWER: BE SURE TO DETERMINE FULL- OR PART-TIME PLANS.[n]
<1> YES, FULL-TIME
<2> YES, PART-TIME
<3> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C92A< [allow 2]
In determining the kind of work you plan to be doing for most of your
life, how important are each of the following [r]general[n] factors?
Please answer: not important, somewhat important, or very important.

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER
APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]

a. Previous work experience in the area
b. Work that seems important and interesting to you
c. Freedom to make your own decisions
d. Work where most problems are quite difficult & challenging
e. Work with increasing responsibilities over time

<1> NOT IMPORTANT <2> SOMEWHAT IMPORTANT <3> VERY IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C92F]
===>

>C92F< [allow 2][no erase]

Change answer to which line: <a><b><c><d><e>
===>

```
>C92H< [allow 1][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto C92A]

>C92I< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto C92A]

>C92M< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto C92A]

>C93A< [allow 2]
In determining the kind of work you plan to be doing for most of your
life, how important are each of the following [r]incentive[n] factors?
Please answer: not important, somewhat important, or very important.

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER
APPROPRIATE RESPONSE.  ENTER 99 TO EXIT SCREEN.[n]

a. Good income or fringe benefits to start or within a few years
b. Job security and permanence
c. Opportunity for promotion
d. Opportunity for further education and/or training

<1> NOT IMPORTANT  <2> SOMEWHAT IMPORTANT  <3> VERY IMPORTANT  <-7> REFUSE
[r]<99> ALL DONE[n]   [r] <20> CHANGE ANSWER [n] [goto C93F]
===>

>C93F< [allow 2][no erase]

Change answer to which line: <a><b><c><d>
===>

>C93H< [allow 1][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto C93A]

>C93I< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto C93A]

>C93M< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto C93A]
```

>C94A< [allow 2]
In determining the kind of work you plan to be doing for most of your life, how important are each of the following [r]life-style[n] factors? Please answer: not important, somewhat important, or very important.

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]

a. Meeting and working with sociable people
b. Work that has high status and prestige
c. Work that lets you establish roots & not have to move
d. Work that leaves lots of time for other things in life
e. Work that allows a great deal of travel

<1> NOT IMPORTANT <2> SOMEWHAT IMPORTANT <3> VERY IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C94F]
===>

>C94F< [allow 2][no erase]

Change answer to which line: <a><b><c><d><e>
===>

>C94H< [allow 1][no erase]
YOU HAVE NOT ANSWERED THIS ITEM YET!!

ENTER <1> TO CONTINUE
===> [goto C94A]

>C94I< [allow 1][no erase]
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!

ENTER <1> TO CONTINUE
===> [goto C94A]

>C94M< [allow 1][no erase]
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.

ENTER <1> TO CONTINUE
===> [goto C94A]

>E001< [allow 1]
The next few questions are about your living arrangements and marital status.

ENTER <1> TO CONTINUE
===>

>E01A< [allow 2]
When you were interviewed in the spring of 1989, you told us you were
[fill PRELOAD NPSAS:90 MARITAL STATUS].
Was that also your marital status in February of that year (1989)?

[r]INTERVIEWER: IT IS VERY IMPORTANT TO DIFFERENTIATE BETWEEN SINGLE, NEVER MARRIED AND DIVORCED, LEGALLY SEPARATED, OR WIDOWED. ALSO NOTE THAT THE "LIVING AS MARRIED" CATEGORY IS FOR THOSE NOT MARRIED BEFORE.

IF R. SAYS HE/SHE WAS "LIVING AS MARRIED" BUT HAD BEEN MARRIED PREVIOUSLY (NOT A CATEGORY HERE), ENTER "NO" HERE. WE WILL PICK UP THE "LIVING AS MARRIED, PREVIOUSLY MARRIED" CATEGORY IN THE UX[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>E01C< [allow 2]
What was your marital status during the first week of February 1989 (four years ago)? Were you ...?
[r]INTERVIEWER: READ THESE RESPONSE ALTERNATIVES TO MAKE SURE THAT R. KNOWS WHAT THE OPTIONS ARE. IT IS IMPORTANT TO DISTINGUISH BETWEEN THE SEVERAL CATEGORIES; IN PARTICULAR THE "SINGLE NEVER MARRIED" CATEGORY IS CONDITIONAL ON NEVER HAVING BEEN MARRIED! SEE HELP.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> single, never married
<2> single, but living as married
<3> married
<4> separated
<5> divorced
<6> widowed
<-7> REFUSE
===>

>E01E< [allow 2]
Now we need to ask you about any changes in your marital status since February 1989. The categories we use are:

- o Single, never married
- o Living as married
- o Married, living with spouse
- o Separated from spouse
- o Divorced
- o Widowed

[r]INTERVIEWER: ENTER CHANGES IN THE USER EXIT[n]
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

>F001< [allow 1]
The next few questions are about your education finances and financial aid.

ENTER <1> TO CONTINUE
===>

>F07A< [allow 2]
First, we will be asking about "student financial aid" that you may have received for your postsecondary education and [r]related[n] expenses.
[r]The kinds of aid we mean are grants, scholarships, work-study, assistantships, fellowships, student loans (that is loans to you), and/or assistance with education costs by your (or your parents') employer or by the military.[n] This aid [r]does not[n] include

loans, gifts or other financial assistance from family members, relatives, or friends; also it [r]does not[n] include loans that were made to parents or others, even if it was for your education.

Did you receive any "student financial aid", as we have defined it since 1 July 1991 for your [r]undergraduate[n] postsecondary education?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F08A< [allow 2]
While you were attending [fill NAME OF GIVEN SCHOOL], as an undergraduate student, between 1 July 1991 and 30 June 1992, did you receive any student financial aid? Please do not count financial assistance from family or friends.

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F08C< [allow 2]
While attending [fill F08W], as an undergraduate student, between 1 July 1991 and 30 June 1992, did you receive:

[r]INTERVIEWER: READ EACH OPTION AND "TOGGLE" TO "YES" IF RECEIVED.[n]

[r]CODE ALL THAT APPLY:[n] [fill hi1]
<1> grant(s)
<2> scholarship(s)
<3> student loan(s), excluding loan(s) from family or friends or loans to parents
<4> tuition benefits or other education assistance (prepaid) from employer or union
<5> tuition benefits or other education assistance (reimbursed) from employer or union
<6> other financial aid received
[r]<99> ALL DONE[n]
===>

>F08E< [allow 1][no erase]
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]

ENTER <1> TO CONTINUE
===> [goto F08C]

>F09A< [allow 5]
What was the total amount of [r]all[n] student financial aid you received (i.e., awarded and accepted) as an undergraduate student at [fill NAME OF GIVEN SCHOOL] between 1 July 1991 and 30 June 1992? Please do not count financial assistance from family or friends.

[r]INTERVIEWER: THE INFORMATION REQUESTED HERE IS FINANCIAL AID ACTUALLY USED. IF FINANCIAL AID WAS APPROVED BUT STUDENT DID NOT ACCEPT OR USE THE AID, IT SHOULD NOT BE INCLUDED. R. PROBABLY WON'T KNOW THIS ACCURATELY; RATHER THAN ACCEPT A DON'T KNOW, ASK FOR AN ESTIMATE TO THE NEAREST 500 DOLLARS. IF MORE THAN HIGHEST VALUE ALLOWED, ENTER HIGHEST ALLOWABLE VALUE.[n]

<100> $100 OR LESS FOR YEAR
<101-19999> AMOUNT OF AID RECEIVED AT SCHOOL FOR GIVEN YEAR
<20000> $20,000 OR MORE FOR YEAR
<-8> DON'T KNOW
<-7> REFUSE
===>

>F09C< [allow 2]
Was the aid received about $10,000, more than $10,000, or less than $10,000?

[r]INTERVIEWER: PRESS FOR A DETERMINATION HERE. IF YOU AND R. LOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP ONE SCREEN FOR THE INFO.[n]

<1> LESS THAN $10,000
<2> ABOUT $10,000
<3> GREATER THAN $10,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>F09E< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the amount of aid you received.
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TWO SCREENS FOR THE INFORMATION.[n]

<1> LESS THAN OR EQUAL TO $1,000
<2> $1,001 - $2,000
<3> $2,001 - $3,000
<4> $3,001 - $4,000
<5> $4,001 - $5,000
<6> $5,001 - $6,000
<7> $6,001 - $7,000
<8> $7,001 - $8,000
<9> $8,001 - $9,000
<10> $9,001 - $9,999
<-8> DON'T KNOW
<-7> REFUSE
===> [goto F70A]

>F09G< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the amount of aid you received.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED

A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TWO SCREENS FOR THE INFORMATION.[n]
<11> $10,001 - $11,000
<12> $11,001 - $12,000
<13> $12,001 - $13,000
<14> $13,001 - $14,000
<15> $14,001 - $15,000
<16> $15,001 - $16,000
<17> $16,001 - $17,000
<18> $17,001 - $18,000
<19> $18,001 - $19,000
<20> $19,001 - $19,999
<-8> DON'T KNOW
<-7> REFUSE
===>

>F70A< [allow 2]
Have you ever taken out student loans for your postsecondary education or [r]related[n] expenses? By student loans, we mean loans to you from [r]other than[n] parents, relatives, or friends.
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F70B<
What is the total of student loans (loans to you from [r]other than[n] parents, relatives, or friends) you have taken out so far for your [fill "undergraduate" IF GRAD SCHOOL ATTENDENCE ELSE "postsecondary"] education and [r]related[n] expenses?

[r]INTERVIEWER: R. PROBABLY WON'T KNOW THIS EXACTLY; DON'T ACCEPT A "DK" RESPONSE WITHOUT ASKING FOR AN ESTIMATE. ESTIMATES WITHIN A THOUSAND DOLLARS ARE BETTER THAN NO RESPONSE.[n]
<100-99999> [goto G03A]
<-8> DON'T KNOW
<-7> REFUSE
===>

>F70I< [allow 2]
Was the amount of these loans more than $10,000, less than $10,000, or right about $10,000?

[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION. A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]
<1> LESS THAN $10,000 [goto F70K]
<2> ABOUT $10,000 [goto G03A]
<3> MORE THAN $10,000 [goto F70M]
<-8> DON'T KNOW [goto G03A]
<-7> REFUSE [goto G03A]
===>

>F70K< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<1> LESS THAN OR EQUAL TO $1,000
<2> $1,001 - $2,000
<3> $2,001 - $3,000
<4> $3,001 - $4,000
<5> $4,001 - $5,000
<6> $5,001 - $6,000
<7> $6,001 - $7,000
<8> $7,001 - $8,000
<9> $8,001 - $9,000
<10> $9,001 - $9,999
<-8> DON'T KNOW
<-7> REFUSE
===> [goto G03A]

>F70M< [allow 2]
Was the amount of these loans more than $20,000, less than $20,000, or right about $20,000?

[r]INTERVIEWER: R. SHOULD SURELY BE ABLE TO MAKE THIS DETERMINATION. A "DK" RESPONSE DOESN'T MAKE ANY SENSE HERE.[n]
<1> MORE THAN $10,000, BUT LESS THAN $20,000 [goto F70O]
<2> ABOUT $20,000 [goto G03A]
<3> MORE THAN $20,000 [goto F70Q]
<-8> DON'T KNOW [goto G03A]
<-7> REFUSE [goto G03A]
===>

>F70O< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<11> $10,001 - $11,000
<12> $11,001 - $12,000
<13> $12,001 - $13,000
<14> $13,001 - $14,000
<15> $14,001 - $15,000
<16> $15,001 - $16,000
<17> $16,001 - $17,000
<18> $17,001 - $18,000
<19> $18,001 - $19,000
<20> $19,001 - $19,999
<-8> DON'T KNOW
<-7> REFUSE
===> [goto G03A]

>F70Q< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<25> $20,001 - $25,000
<30> $25,001 - $30,000
<35> $30,001 - $35,000
<40> $35,001 - $40,000
<45> $40,001 - $45,000
<50> $45,001 - $50,000
<55> MORE THAN $50,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>G03A< [allow 2]
Next we would like to ask some questions about your personal expenses.
<1> ENTER 1 TO CONTINUE
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

>G03C< [allow 2]
Do you own (with or without mortgage) or rent the residence where you now live?
<1> RESPONDENT OWNS RESIDENCE
<2> RESPONDENT RENTS RESIDENCE [goto G03G]
<3> RESPONDENT NEITHER OWNS NOR RENTS RESIDENCE [goto G03I]
<-7> REFUSE [goto G03I]
===>

>G03E< [allow 4]
How much is your monthly mortgage payment?
[r]INTERVIEWER: IF RESPONDENT OWNS HOME OUTRIGHT OR MORTGAGE HAS[n]
[r]BEEN PAID OFF, ENTER 0. OTHERWISE, IF PAYMENT IS LESS THAN[n]
[r]$100, ENTER 100.[n]
<0> NO MORTGAGE PAYMENT (RESIDENCE PAID OFF)
<100> $100 OR LESS
<101-1500>
<1501-9998> [goto G03F]
<9999> $9999 OR MORE [goto G03F]
<-7> REFUSE
===> [goto G03I]

>G03F< [allow 1][no erase]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>G03G< [allow 4]
How much is your monthly rent?

```
[r]INTERVIEWER: IF LESS THAN $50, ENTER 50.[n]
            <50> $50 OR LESS
  <51-1500>
<1501-9998>   [goto G03H]
         <9999> $9999 OR MORE   [goto G03H]
       <-7> REFUSE
===> [goto G03I]

>G03H< [allow 1]
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>G03I< [allow 2]
Do you [r]own or lease[n] one or more cars, trucks, campers,
motorcycles, or other vehicles?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>

>G03K< [allow 2]
Do you make loan or lease payments on any of these vehicles?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>

>G03M< [allow 4][no erase]
What is the amount of the total monthly payment?
[r]INTERVIEWER: IF LEASE OR LOAN PAYMENT IS QUARTERLY, ANNUALLY, OR[n]
[r]ON SOME OTHER "TIME-BASED" PAYMENT SCHEDULE, CONVERT TO MONTHLY.[n]
    <100> $100 OR LESS PER MONTH
    <101-9998> AMOUNT PER MONTH
    <9999> $9,999 OR MORE PER MONTH
    <-7> REFUSE
===>

>G03O< [allow 4]
Other than payments for your residence and vehicles that we have just
discussed, what are your average monthly [r]non-recreational[n]
expenses?  [r]Please exclude any payments on educational loans.[n]
[r]INTERVIEWER: NON-RECREATIONAL EXPENSES ARE ESSENTIAL "LIVING"[n]
[r]EXPENSES BUT DO NOT INCLUDE "PARTYING" EXPENSES.  LIVING[n]
[r]EXPENSES INCLUDE COSTS OF FOOD, CHILD CARE, GAS, OIL AND OTHER[n]
[r]MAINTENANCE FOR CAR, BUS/TRAIN TRANSPORTATION, CLOTHING,[n]
[r]SUPPLIES FOR HOUSE/SCHOOL, MEDICAL/DENTAL CARE, AND CREDIT CARD[n]
[r]DEBT.  LIVING EXPENSES DO NOT INCLUDE COSTS OF BEER, WINE,[n]
[r]TOBACCO, DATES, CONCERTS, ETC.[n]
        <100> $100 OR LESS PER MONTH
<101-9998> AMOUNT PER MONTH
       <9999> $9,999 OR MORE PER MONTH
           <-7> REFUSE
```

===>

>G04A< [allow 6]
What was [r]your personal[n] total gross income in 1992, last year? [r]This includes income from all sources[n] (wages, salaries, business or farm income, social security, pension, dividends, interest, rental income, child support, alimony, and other income).
ANNUAL INCOME:
<0> NO INCOME
<100> $100 OR LESS
<101-999998>
<999999> $999,999 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>

>G04C< [allow 2]
Was your total [r]personal[n] income last year (in 1992) about the same as, more than, or less than $30,000?
<1> LESS THAN $30,000
<2> ABOUT $30,000
<3> MORE THAN $30,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>G04E< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates your [r]personal[n] income in 1992 (last year).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]REFUSES AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<3> LESS THAN OR = $3,000
<6> $3,001-$6,000
<9> $6,001-$9,000
<12> $9,001-$12,000
<15> $12,001-$15,000
<-8> DON'T KNOW
<18> $15,001-$18,000
<21> $18,001-$21,000
<24> $21,001-$24,000
<27> $24,001-$27,000
<30> $27,001-$30,000
<-7> REFUSE
===> [goto H001]

>G04G< [allow 2]
I will read some dollar ranges, please tell me the range that best estimates your [r]personal[n] income in 1992 (last year).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]REFUSES AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<40> $30,001-$40,000
<50> $40,001-$50,000
<60> $50,001-$60,000
<70> $60,001-$70,000
<80> $70,001-$80,000
<90> $80,001-$90,000
<99> MORE THAN $90,000
<-8> DON'T KNOW <-7> REFUSE
===> [goto H001]

>H002< [allow 1]
We now have just a few questions about your plans for, and experiences in, graduate school.

ENTER <1> TO CONTINUE
===>

>H01A< [allow 2]
Have you ever taken any graduate school or advanced professional education admissions test, such as the GRE (Graduate Records Examination), Law School Admissions Test, or Medical College Admissions Test?

[r]INTERVIEWER: OTHER EXAMPLES YOU CAN USE AS PROMPTS ARE:[n]
[r]MILLER'S ANALOGY TEST ** DENTAL ADMISSIONS TEST ** GRADUATE[n]
[r]MANAGEMENT ADMISSIONS TEST[n]

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>H01C< [allow 2]
Please tell us which tests you have taken, when you took them, and the latest score you obtained on them.

[r]INTERVIEWER: ENTER THIS INFORMATION IN THE USER EXIT. REMEMBER,[n]
[r]DON'T READ THE RESPONSE ALTERNATIVES UNLESS NEEDED AS PROMPTS[n]
<1> ENTER 1 FOR USER EXIT
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

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